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CITIZEN PARTICIPATION IN SOCIAL WORK

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Citizen Participation

THE American Association of Social Workers and its individual members wish to express sincere appreciation for the value of citizen participation and volunteer service in social work and a conviction that we can achieve even more in the future by our work together.

AS social workers, we are well aware of the important part played by citizens in the creation and development of social and health agencies—an almost exclusive part in the early days of the "Charity" movement. Although we have worked with boards and committees, we sometimes may have underestimated the current and potential strength given by them to social work. We have believed in volunteer services in these agencies but sometimes have not planned as well as we could for their most effective use.

DURING the war we have seen a very large number of volunteers, representative of our whole population, successfully carry to completion large and useful projects. We have learned much from volunteer services in wartime and are learning more about the work of volunteers this year when, in many parts of the country, groups have reviewed the contribution of volunteers to the social services and special war projects and are planning for the transfer of volunteers from their war jobs to essential projects in public and private health and welfare agencies.

THESE studies have re-emphasized what we already knew—that agencies are amply rewarded for an adequate investment of the time of staff and volunteers in studying jobs in the agency to select and to define volunteer assignments and in planning for orientation and placement, in-service training and supervision.

WE have also learned in many more communities the value both to the individual volunteer and agency of a central volunteer office for the recruitment and referral of volunteers. A central service for both public and private social and health agencies strengthens all volunteer services by its presentation of the whole range of openings to volunteers and by making its experience available to all agencies. No single agency can tap all the groups a central office mobilizes.

INDIVIDUAL members of the American Association of Social Workers are close to social work developments and know the services needed. As an Association through our public social policies committees, nationally and in chapters, we wish to mobilize for action on an intelligent level based on our knowledge of need. Volunteers working in social and health agencies, citizens on boards and committees are also close to need and must form the core of any mobilization for action. The more these informed citizens represent the entire population, the more they have had a full experience of actual service, committee, and board work, the easier it will be to turn the tide for intelligent action and to have more citizens prepared to serve well on public commissions, advisory boards or councils.

THE current program of the Association, directed toward greater competency in services and in the organization and planning of the social services, is one of interest to citizens and one requiring joint participation for success. The interest of the Association in education for social work, personnel standards and practices, study of practice in the field of social work, is shared with board and committee members and other volunteers. Each has a special contribution to make and together we shall more surely and quickly achieve our goals.

IRENE FARNHAM CONRAD,
President, American Association of Social Workers

Citizen Participation in Relief Abroad

By Fred K. Hoehler*

Executive Director, Community Fund of Chicago

IN the months that have elapsed since Hitler's defeat, the term *displaced persons* has become a familiar one to all of us. Hidden under this rather forbidding title lies one of the most moving stories of the war. For these people, many of whom were intended for ultimate decimation by their Nazi overlords, managed to survive their ordeal and, despite the Nazis' sinister intentions, are now ready to resume their rightful places in society. Violently uprooted, seemingly demoralized and deprived of all the cherished human rights that man has spent many centuries in acquiring, these so-called "DPs" have successfully proven that man cannot enslave man. Thanks to the careful planning and cooperative efforts of the Allied Armies and the civilian agencies that were there to help them, this great battle for the restoration of human rights and human dignity has been won. These people, instead of today facing a life without hope or dignity, are gradually recovering their former status as citizens of a world at peace.

Many months before the collapse of Germany, SHAEF enlisted the help of UNRRA in the development of plans and procedures for coping with the rush of DPs anticipated when the Allied Armies penetrated the Nazi defenses. In November 1944, General Eisenhower and Governor Lehman signed an agreement under which UNRRA provided specialist personnel, as well as teams, to supervise Assembly Centers. It was always the expressed intention of the military authorities to turn over to UNRRA as soon as possible responsibility for this operation. By V-E Day more than 125 eight-man teams had been sent forward, and by mid-July the figure had doubled. Today, there are 4,640 persons representing 27 different nationalities engaged in running the UNRRA DP operation in Germany.

Of the more than six million DPs uncovered by the Armies last spring, approximately one million now remain in the three western zones of Germany. The greatest mass repatriation in history, the return of over five million persons to their homes, is now a matter of record. However, the more complex problems connected with the care and repatriation of the remaining DPs still confront us. Many thousands of persons, some whose return has merely been delayed because of transportation and other contingent problems, and some who for one reason or another are unable to or do not wish to return to the countries of their origin, have spent the first winter of peace in the UNRRA camps. Under not always ideal conditions, they have learned once more that the world considers them responsible human beings whose essential rights as individuals should now be restored. In terms of numbers, the major part of the DP operation is over, but in terms of the human problem involved, that of the restoration of self-confidence to those who suffered in Nazi concentration camps and as forced laborers, the difficult part of the program is still in the process of being accomplished.

Displaced Persons Recover Active Citizenship

When the history of this first post-war winter is written, much of it will deal with the struggles of the nationals of the various countries overrun by Hitler, to recover, not only their property, their families and their goods, but also their usefulness as members of an active and democratic society. Some of this rehabilitation has been accomplished on their native soil, and some of it has taken place in the DP camps in Germany. The return to normal, evinced in the steadily increasing effective participation of the individual in community enterprise and his contribution to the general welfare, far exceeded the expectations of the most optimistic. This self-rehabilitation, though always aided and assisted by UNRRA officials, has also been remarkable in its degree of self-engendered momentum. For it is the DP himself who has developed and carried out his own program.

Any visitor to an UNRRA camp will immediately be told by the UNRRA officials in charge that it is the DPs themselves who are running things. UNRRA is there to guide them and to assist them. The visitor will start an inspection tour which will undoubtedly cause him to wonder at the many activities and the many projects under way. The Welfare Officers (and UNRRA's personnel in Germany includes 500 of these trained workers) will call the visitor's attention to the various Center operations set up to develop the initiative and sense of accomplishment the DP may have lost during his long period of subjugation.

* Mr. Hoehler, after serving in North Africa and London in direction of the operations of the Office of Foreign Relief and Rehabilitation, was appointed in January 1944 as Director of Division on Displaced Persons. He remained in Europe, working with the military in developing UNRRA's relationships with the Army until the middle of 1945.

In most of the camps, adult educational programs are very popular, and classes in English are no sooner announced than they are filled. Vocational training programs are under way in all camps. They serve not only an educational need, in providing the younger DPs with skills they have never had the opportunity to develop, but provide the many necessary services essential in camps housing thousands of persons. Shoe repair, clothing manufacture or repair, barber shops, laundries, toymaking, and even soap factories are some of the successful operations run by the DPs.

As the visitor goes from building to building and walks many blocks across the courtyards where formerly Nazi troops drilled and exercised, he is amazed at the size of the camp. The problems of running it are comparable to those of a small city in variety and complexity. But it is a well-run city; it is a joint project—the Army, UNRRA and the DPs are partners. While over-all authority for supplies, maintenance of security and such technical matters as repatriation are the Armies' responsibilities and UNRRA personnel are concerned with the general administration and running of the camps, it is the DPs who form the self-government committees and carry on the many daily chores connected with an undertaking of this magnitude.

A typical morning's work includes conferences held by the UNRRA camp director with the national leaders chosen to represent their countries on the DP government committee. Activities and problems similar to those that characterize life in any normal community are discussed. The DPs have adopted self-government with enthusiasm. Elected councils pass on all matters affecting the daily routine of the DPs, even courts of justice as adjuncts to the DP police force, exercise jurisdiction over the petty law infringements committed within the camp.

DP Camp Leaders Selected by Democratic Elections

Particularly illustrative of the renewed interest in self-government is the incident reported by the director of an UNRRA Polish camp at Hockenheim in Western Germany. "Upon our arrival here, it soon became evident that the Polish leader was not the right man for the job and after trying another without success, it was decided to hold a secret ballot of the whole camp population. Six candidates were chosen and on election day paraded the camp, each with a placard with a number hung around his neck, asking for the votes of the people. Then all the camp gathered in the courtyard and all men and women over 21 filed past the election officers, each writing a number on a ballot slip and dropping it in the ballot box. The result was a great success, as one man received an overwhelming majority. It was an extremely popular event and there is no doubt that the method for voting was fully appreciated by the Polish. Three cheers for the new leader were called for and given and he was thrown into the air, Polish-fashion, a full dozen times. The team director was then treated likewise and the proceedings closed with a Polish national hymn."

One of the most important features of UNRRA's welfare program is a full-scale child education program for the 200,000 children in which again the DPs themselves are enthusiastically cooperating. All of the children's instructors are former teachers and educated volunteers recruited by UNRRA among the DPs. At one camp where there were no teachers among the native population, the DPs told the UNRRA director of several highly qualified people of their own nationality at a nearby Center and requested their transfer.

The schools range from kindergarten classes through the secondary school level. They are often held in bombed-out military barracks with patched windows, often they are conducted without benefit of all the necessary materials. Chalk, blackboards and sometimes even paper are lacking, but the enthusiasm of pupil and teacher more than makes up for any deficiencies of this sort. Military government authorities have arranged for the printing of thousands of textbooks in several languages at German expense and provision has been made for the production of paper and ink. Polish books are obtained from printing forms in France and England and the International YMCA is contributing books originally printed for prisoners of war.

Participation in Health Programs

The fact that the health of the DPs throughout Germany has been good is in large part due to the presence of many hardworking UNRRA doctors and nurses. Special medical services for children, pregnant women and nursing mothers are provided in every camp. At least one camp in the USM Zone is actually running a TB sanitarium. But here too, we find evidence of active "citizen participation" in the story of the German castle transformed into a sanitarium with DP help, under the guidance of its UNRRA doctor. Hanus Pick, formerly of Prague, likes to talk about the founding of his sanitarium in the midst of the chaotic condition immediately surrounding the German collapse. "Giessen, like almost every good-sized German town, had been badly bombed. It was difficult to house the mass of the DPs, let alone to find suitable accommodations for a sanitarium. Fortunately, we were able to requisition the Schiffenberg Schloss. The Nazis had turned it into a prison to discipline French slave workers and we had to turn it into a place to nurse Nazi victims back to health." With DP help, all vestiges of the Nazi's use of the castle were removed. Of the many hundreds

of patients that have passed through the converted prison, only two have died and they were practically moribund on admission. The resident staff at the hospital is composed of two DP doctors with experience in tuberculosis treatment and six DP nurses similarly qualified.

This story in various forms could be told about every UNRRA camp. The entertainment committees formed by the DPs, the newspapers they edit, the systems of exchange they have set up, all would be worth recording and accounts of them would make exciting reading. For it is the story of the regeneration of thousands and thousands of people, their return to active and useful participation in a life they had begun to believe no longer existed.

Local Citizens Participate in Work of Voluntary Agencies

No account of the DP program is complete without reference to the major contribution of the 18 voluntary agencies now providing experienced personnel and services to the DPs under UNRRA's supervision. Their names are well known—the American Joint Distribution Committee, National Catholic Welfare Conference, the American Friends Service Committee, the Jewish Agency for Palestine, the Don Suisse, and many others. In every case these agencies are providing badly needed services of a specialized health and welfare nature. The JDC has specialist personnel in the Jewish Centers in the US Zone, the YMCA have five teams distributing recreational supplies and establishing recreational rooms in DP Centers. The Polish Red Cross, with more than 100 persons in the British Zone, has been busily distributing clothing, cigarettes, medical and other supplies. Recently the first shipment of clothing obtained from drives in the United States has arrived in Germany. The five UNRRA warehouses at Hanau, Munich, Karlsruhe, Nurneburg and Straubing will distribute the 400 tons of clothing which was sorted, cleaned and baled here in the United States.

What long term lessons we have learned from this war remain to be seen, but the self-rehabilitation of peoples that only yesterday were totally enslaved should provide a great source of inspiration to all of us. The work to be done for these DPs can never really be said to be terminated, for DPs in some form have always confronted us here at home, as well as abroad. In this work, though, as in all other forms of human endeavor, such strong and encouraging indications of man's ability to help himself are cheerful sign-posts on the long road ahead.

Have Military Authorities Used Local Participation?

There is little accurate information on just how far the military authorities in occupied countries have permitted the use of indigenous personnel or agencies. This picture is unclear and confused because of charges and counter-charges on the use of nationals with Nazi or Fascist leanings. There is no doubt that social rehabilitation in any country can only be accomplished through the use of persons who understand local community services and organizations.

The technical manual on public welfare for military government in Germany describes the German welfare systems under the Weimar Republic and under the Nazis. It gives detailed descriptions of the relationships from the Stadkreis (Urban County) and the Landkreis (Rural County) through the Regierungsberzirk (District) the Lander Reichstatthalter (Province) to the Central Government.

The military directives placed responsibility for actually doing the job upon the local and district authorities. Those who directed this work were presumably selected by the proper military government officers. Many of these were well selected, others were not so well suited to doing a job of non-discriminating service. In spite of criticisms and numerous more important difficulties a fair job has been done. Social workers in the United States will be interested to know that two of the individuals who had major responsibilities for setting up the social welfare plans in Germany, and for later assisting in carrying them out, were Lt. Col. Charles Schottland and Lt. Col. Ernest Witte. These two individuals and many others associated with this task have had good backgrounds of training and experience in the social services of the United States.

An extremely useful contribution toward rebuilding national and voluntary services in Germany and elsewhere has come from American and British voluntary societies and labor groups working largely through indigenous organizations related to their particular fields of service.

New Welfare Legislation Stimulated

Certainly wherever UNRRA has worked there has been recognition of the need for stimulating new welfare legislation and for assisting native groups in carrying out the provisions of such legislation. Where government action was not necessary, aid was given to local agencies so that they could meet the needs of their own countrymen. This aid included facilities for training and developing the skilled workers as well as supplemental equipment and supplies.

It is, and always will be the fact that no aid is better received or more lasting than that which people can provide for themselves. The social work job is to encourage and strengthen self-help, whether it be for social, spiritual or economical development among our allies or our former enemies.

Professional Social Workers as Volunteers

Their Contribution to Selective Service[1]

By Luther E. Woodward, Ph.D.

Field Representative, National Committee for Mental Hygiene

SOCIAL workers have had many opportunities to use volunteer assistance in their work. Since 1940 they have had their first really big opportunity to wear the shoe on the other foot and serve as volunteers in another organization. It is impossible to determine the exact number of professional social workers who did volunteer work in connection with Selective Service. We do know that about 9,000 professional people, most of them social workers, did serve as medical field agents. Doubtless a few additional thousands did dependency investigations and other forms of assistance. Our best guess is that somewhere between 10,000 and 12,000 social workers participated to some degree in giving volunteer service to the Selective Service System. Without doubt this is the biggest volunteer job which social workers in this country have ever done.

It is impossible to add up all of the work done in all of the states, since there was no uniform policy nor consistently used procedures for reporting work done. Known facts however clearly indicate that it was an extensive mass job. For example, in Cleveland during the five years of the operation of the Selective Service Referral Center, 6,803 cases of dependency investigation and service to men or families were handled by 129 professional workers giving volunteer time (estimated 7,643 hours) and 22,753 medical survey histories were compiled by 56 volunteer medical field agents. In Philadelphia during the period June, 1943 to February, 1946 the Referral Center cleared with the Social Service Exchange the names of 95,984 registrants and 13,904 histories were compiled and submitted to the Induction Board. In New York State, by July, 1945 everyone of the 260 local boards (outside of New York City) were screening their men and several local boards had referred more than 3,000 names each. The total number investigated up to September, 1945 was 254,945, approximately 1,000 names per board. This was done by some 800 social workers and nurses who served as medical field agents. During the fiscal year 1944–1945 in which the Federal Government appropriated $1,000,000 to defray the expenses of the medical survey program, in 37 states reimbursed from Federal funds, 365,000 names were cleared through social service exchanges and 483,000 social histories were compiled.

What Happened in Cleveland

In most communities the first service given was that of investigating registrants' claims for deferment on grounds of family dependency. Local boards differed in their appreciation for the need for professional assistance. Some sensed it immediately, others asked for help only after having struggled somewhat unsuccessfully to make the investigations themselves. Communities likewise differed in their anticipation of this problem and in the speed and effectiveness with which they got social workers in readiness to give this service. Cleveland is a good example of a community that handled it well. Through thoughtful planning by the Case Work Council and agency executives a plan for meeting the requirements of Selective Service for service in relation to dependency questions was in operation six weeks after the first registration of men on October 16, 1940. A resource was thus available for the use of the boards as soon as they sought it and before they had become accustomed to managing without it. In the early months very few boards used the service, but there was a steady, and at times, rapid increase in the use of the service. After a year or so every board in the city sought the help of the social workers, both in reference to dependency and to other types of study and service. Several reasons account for the increasing acceptance of the social workers as volunteers in this city:

1. Requests for service had to be initiated by the boards, as no effort was made to publicize the service or urge its use. It was recognized that a board alone had the responsibility for classifying men for military service. Those who did the work in Cleveland are fully convinced that a "We know more about this job than you do" attitude would have delayed, if not prevented, acceptance of social work assistance.

[1] Grateful acknowledgment is made to Miss Katharine Ecob, New York State; Miss Lillian Otis, Cleveland; Mrs. Marion B. Sprague, Philadelphia; and Mrs. Teddy H. Stauf, St. Louis for supplying the author with summaries of experience in their respective communities or supervisory areas.

2. The social work volunteers showed good performance in finding pertinent facts to aid classification. This called for careful sifting of all information, assurance that it was factual, that it was presented in a concise, accurate manner to prevent misinterpretation. Opinions and recommendations were carefully avoided. Repeatedly board personnel expressed surprise that social workers could present material so concisely and give thorough factual data without interpretation or recommendations. Thoughtful performance thus overcame previously conceived popular attitudes toward social work and social workers. One well satisfied board soon let others know about this service.

3. Promptness was stressed. Boards at first felt that social workers would be unable to get information to them in time to be of any value. Careful regard for all the time limitations set by board regulations and procedures was invaluable in "selling" the service to the boards.

Assembling Social Histories

The second service which Selective Service Boards sought from social workers was that of assembling social histories on men who either claimed to have, or were suspected of having, mental or emotional difficulties which would make them poor risks for military service. In many communities social workers were aware of the need for such service long before their help was solicited. From the beginning the Selective Service regulations permitted boards to utilize community agencies in assembling information regarding health problems. But so long as this was only permissive, the majority of the boards were reluctant to make much use of it. In a few states psychiatric and social work groups began very early to work with Selective Service personnel, and in Massachusetts, Connecticut, New York and Arkansas, and in a few additional cities, acceptable procedures were worked out. It was only after substantial numbers of men had been discharged from the Armed Forces on psychiatric grounds and returned to the boards which had inducted them that the need for social and health histories became fairly well accepted. In 1943 the writer visited 43 states in the interest of assembling social histories of registrants and making them available to the induction board examiners. The early demonstrations in the states mentioned and the growing acceptance of need in other states led to the adoption, by national headquarters, of the Medical Survey Program, by which provision was made for the appointment to each local board of one or more medical field agents who were qualified by training and experience to do social and health work. In the course of a few months approximately 9,000 social workers were recruited and officially assigned to a majority of the 6,400 boards in the country. The system was far from perfect for many reasons which we cannot discuss in detail here.[2]

Substantial numbers of social workers who took part in this program report that they soon became accepted by local boards who had had satisfactory experience with earlier dependency investigations by social workers. In many other boards, workers had to "start from scratch and make their own way." As in reference to dependency investigations, good performance and promptness led to their increasing acceptance. Here is the account of one worker who was assigned to a board that had had no previous experience with volunteer social workers:

> When I dropped in for an informal introduction with the clerk, I had a feeling that I was being given the "once over" and found little to talk about because the clerk could not be familiar with what I might be able to give. When I left the office that warm day I felt rather frustrated with the casual farewell, "We'll call you when we have something for you to do." Eventually they called me, referring for investigation particular situations wherein they wanted a survey on home conditions so that classification could be determined. All the early referrals were sound in that the registrant did have a dependency problem. As board members became better acquainted with me and the work done, they referred cases having more involved home situations. They were most receptive of all information brought to them and respected the confidential nature of the report, particularly if it included information from a social agency record. On their own initiative they did not file such reports in registrants' folders since registrants could demand access to their folders. By the time I was assigned as Medical Field Agent, and joined by several other social workers, the board members had become accustomed to using this type of service. We were asked to talk with them about specific problems which came to our attention during the screening process. Frequently we were able to interpret to them why certain registrants were rejected when they had no previous indication that there was a possibility of this. There was never any feeling on the part of the clerks or board members that they could have done the job that was done by the social

[2] See Woodward, Luther E., "Operation of the Medical Survey at National and State Levels," *Mental Hygiene*, October, 1944.
Ibid., "Permanent Medical Survey," *Mental Hygiene*, April, 1946.

workers. From their coolness at my first visit, there was a definite gradual change to a friendly attitude of cooperation. Clerks were most helpful in doing the routine work and also frequently asked that relatives of registrants be interviewed because of troublesome contacts they were having with them. I do not remember if there was much specific discussion of what social workers actually do, but as we went along, in some way they seemed to grasp the intangible quality of social service and wanted to make that service available to people who were coming to them in trouble. They appreciated their own inadequacy and recognized the social worker's function in this area.

Interpretive Service to Boards and Selectees' Families

These last comments suggest the two additional kinds of service which were sometimes given, to interpret to the boards the basis of rejection and to give service to families or registrants who were having serious problems. Very often no long-term service was attempted, but the volunteer social worker scanned the situation sufficiently to make a wise referral to agencies qualified to give the needed service.

Values Which Accrued

At least five sets of values accrued from the volunteer work which social workers did in relation to Selective Service: [3]

1. There was the service to the boards themselves. It implemented substantially their desire to be both fair and realistic in dealing with dependency claims and in supplying sufficient information to induction board examiners so that they could more effectively select those best suited for military service.

2. Indirectly the service was a benefit to the Armed Forces in aiding the process of selection so that those likely to break down if inducted could be excluded and those whose appearance might be marginal, but who had good health, work and social records, could be inducted. Where the Medical Survey Histories were used, as they were intended to be used, as an aid in the psychiatrist's examination, they were found to be helpful. In Louisville, Kentucky where there was a more or less accidental control, 63 per cent of men whose histories were used were rejected, whereas only 52 per cent of men whose histories were not used were rejected. In Cleveland the induction board examiners reported that the Medical Survey Histories were helpful in the screening process in more than 20 per cent of the cases.

3. In many instances the work done by social workers was a real service to men and their families. Both in reference to dependency investigations and medical survey interviews, registrants have consistently expressed appreciation of the chance to think through their claims or discuss their experience as it related to fitness for military service.

4. Definite values accrued to the social workers themselves. Most of those who participated report satisfaction in having been able to use their professional skills in relation to the war effort. They convinced themselves moreover that they could work outside the protective walls of their own agencies, that they could do a mass production job in which the demand was for speed, volume, conformance to directives and for hitting selective high spots in histories.

5. This work had great interpretive value for the social work profession to a cross-section of the population who heretofore had little true contact with social workers and who usually identified the profession with relief giving and serious social pathology. Clerks and board members in the majority of the 6,400 boards in the country had some first hand contact with social workers and in many instances we know they corrected their somewhat false preconceptions as to what social workers are and do. The same is true of large numbers of registrants and their families. As one of my correspondents put it, "These thousands of contacts are like a field which has been sown with perennial seed from which a harvest will come to social work year after year, especially if we keep on cultivating it."

[3] See also, "A Challenge to Social Work—The Medical Survey Program of Selective Service," by the same author, the COMPASS, January, 1944.

The G.I. Volunteer

By Clarice H. L. Pennock

Executive Secretary, Association of the Junior Leagues of America, Inc.

"SHE'S reliable, trustworthy, indispensable; I couldn't operate without her help."

"She's unpredictable, erratic, undependable; just a cross I have to bear."

Somewhere between these two extravagant opinions lies the real truth about today's volunteers, both men and women, and I propose that we try to get at it by assembling some sober thoughts, the first of which might well be that "she" or "he" very likely *can't* be as good or as bad as reported. At any rate let's look at volunteers with the naked eye, putting aside both rose-colored and dark glasses.

Let's try to find out who they are and what they are doing, how they can best be directed, and then decide what to do about them.

Volunteers were nearly all women fifty or even ten years ago. "She" was a member of the leisure class of course. She was Lady Bountiful, sweeping, just before Thanksgiving, into dirty kitchens on the wrong side of the tracks with a basket of fruit and a turkey, never once soiling her white kid gloves, and never coming back until just before the next Thanksgiving. Or she was the rich dame who wrote such potent checks for the Settlement House that she was invited to sit on the board every other month on Wednesday mornings from ten to eleven. "We're not asking for too much of your time." Or more rarely, she was the daughter of a far-seeing parent who wished to have her conditioned to accept social responsibility; so, to accomplish this important educational process the agency providing the training, gave her the job of putting Christmas seals into envelopes, and licking the stamps. Or she was the person who answered the telephone and did the leg work at a children's clinic, or—well, you supply other examples. Not so long ago the volunteer was as far removed from what actually happpens on the American scene as we were from the realities of total war. Her heart was in the right place, she wanted to help, but no one gave her credit for more than a dilettante attitude. No one took the trouble to devise an efficient method of employing her services and thereby advancing her usefulness and wisdom.

Now in 1946 that is all changed. Lady Bountiful the Do-Gooder, has vanished, due to the eclipse of the leisure class, and the war. The leisure class has gone from the picture because of a real advance in the acceptance of social responsibility, plus the retirement, to understate the case, of domestic help. A great many people who do not *work*, paid or unpaid, feel guilty these days and the few parasites who remain and persist in sitting out an exciting opportunity to be useful are numerically and spiritually negligible.

The war was the great imperative which smoked most men and women out of inactivity and aloofness. The volunteer of 1946 is you and I and the Joneses, the housewives, white collar workers, professional workers, stenographers, errand boys, union members, Scouts and —just citizens, General Issue Volunteers.

War Has Brought Volunteers to New National Service

Our war time record, removed as we mercifully were from the searing destruction of war, was a tribute to our imagination and fortitude. Never before in our history had so many taken part in our national life. Witness your neighbor who sat on the Selective Service Board and sent his friend's boy to he knew not what. His travail of mind and soul was terrific, but he served, as a volunteer. Witness the harassed business man who headed the OPA Ration Board and took all his friends' jibes and complaints with the equanimity of a baseball umpire, even though his agency was not the allocating agency. He merely tried to distribute fairly what the WPB said we could have. He was a volunteer. And so was the housewife serving as price panel assistant, a dirty job if there ever was one. Witness the 6,000,000 men and women who pounded the pavements peddling E bonds. They were volunteers. Witness the Air Raid Wardens, the Auxiliary Firemen, the Canteen Workers, the Evacuation Aides on whose services we did not call, yet who had to be recruited and assigned as realistically as anybody else. Witness the hundreds of thousands of Boy and Girl Scouts who collected fats until someone thought up that two-red-point come on. Witness the Child Care Aides who served in day nurseries for children of working parents, the thousands of Nutrition Aides who tried to teach us to eat right. The USO employed a million and a half volunteers, the Red Cross even more.

There were also the thousands of long-term community jobs to be filled by volunteers when

Selective Service took the professionals. At first it was by no means easy to interpret to the average American the importance of community agencies and place her or him in those services. "But I want a *war* job." To make the connection between war, and civilian hospitals, health clinics, group work, recreation agencies, and community centers and to make volunteers see that children's plays and children's art classes were as important as anything else was a major task.

Next let us examine the best ways so far developed of directing these community-minded citizens, so that both they and the community may gain the most.

Technique for More Efficient Use of Volunteers

Through trial and error, through a process of osmosis, through a weary, hit-or-miss assemblage of what meager facts we could rely upon, the technology of volunteer employment is emerging. We can say authoritatively that volunteers should be recruited, interviewed, placed, trained, supervised, followed-up and recognized, and all of this should take place in an orderly way.

Recruiting may occur individually or in groups, through a central volunteer office or through membership organizations. It is interesting, and it can be proven, that not all Americans are joiners. If the opportunity for volunteer service is to be given to all citizens, recruitment cannot be solely through membership groups. This is the principle upon which OCD conceived central volunteer offices, as a mechanical means of giving job opportunities to all, the non-joiners as well as the joiners. However there is much to be said in favor of asking clubs and organizations to recruit their own volunteers. It is much the easiest way, and it is sound psychologically, because loyalty and pride in the Old Club Pin can be played up to the limit.

However and wherever the recruitment takes place the next act is the interview. This is probably the most important single step in the volunteer's career, and it is usually treated the most casually. (I wish all interviewers could work one day in a USES office.) In the interview the candidate is assessed sympathetically, or signed up blindly, and it is here that the success or failure of the whole volunteer career is prognosticated. Motivation must be considered. Is the lady volunteer here to get away from home responsibilities? Has she a Social (big S) motive? Has she a drive for prominence? Is her self-exhibiting instinct overdeveloped, i.e., does she already wonder how she'll look in her smock? Or has she a social (small s) motive? Does she honestly care what happens in her town?

There is the necessary information on probable work habits which must be assembled during the interview. Will the volunteer come regularly on Wednesday from 2:30 to 5:00? What will she do when Johnny has a cold? Will she accept the responsibility of sending a substitute if she cannot show up? And in the realm of her probable behavior on the job, what can the interviewer determine about the volunteer's tolerance or prejudices, reactions to disease, dirt, adults, children, ability to act with judgment and calmness in crises? I can suggest in this brief discussion only a small bit of what the interviewer's task is, but I hope it is clear that many of the stock criticisms of volunteers can be traced to a poor assessment of their seriousness of purpose and their physical ability to discharge the responsibilities assumed so readily and sometimes thoughtlessly. Many of them should be sent home to think it over right at this point. Many more wish to perform the wrong services (for them) and they are fore-doomed to failure, unless the interviewer is smart enough to size them up.

Placement has two parts—lining up the task and sending the right person to perform it. In war time, with manpower in the Armed Forces or essential industry, volunteer job opportunities were legion. Now we have to put much thought and effort into finding jobs for volunteers.

The necessity of fitting the volunteer to the service is apparent. Many a potentially useful person is ruined by being assigned to an uncongenial task, with unhappy results all around. If enough opportunities are gathered and if enough facts are discovered and taken into account during the interview, correct placement is not too hard.

Training is next on the list. A great deal has been done in that area. "Courses" abounded during the war. The Red Cross did a fine job, the AWVS too. The OCD gave courses in Civilian Protection, but took the position, correctly, that in-service training was the best method to be used for the Civilian War Services. However on-the-job training is easier planned than brought about, because it has to have sympathetic direction, and the professionals who possess the techniques are not always willing to share them. Perhaps they regard the volunteer as a threat to their job, perhaps they are too pressed, working under too heavy a load, perhaps they have been disappointed in a particular volunteer's performance, and lump the whole breed under one unfortunate example. Much can be accomplished by a general orientation course in community problems before this in-service training begins. The Junior League for twenty-five years has had as a prerequisite for membership, such a provisional training course and in many cities having Junior Leagues the course is open to anyone strong enough to stick it out, because it is generally tough.

Volunteers Must Get Satisfaction, Pride, from Jobs

Supervision is a prerequisite to competence. There is nothing so bewildering to the volunteer as a glassy stare from an agency head and a "who sent you? What are you here for?" She's apt to think to herself: "Well I won't be here *long*" and get out, soured for keeps on the whole idea of volunteer service, because her employer is too busy or too preoccupied to take the trouble to explain her job to her. What the employer has lost is not only a pair of hands and feet, but a mind and a heart which might have been dedicated forever to community service. Careful job analysis and tactful supervision pay immeasurable dividends, and besides, it is the *right* of the volunteer to receive them.

Next we should see how the volunteer is doing —whether she is delivering the goods, and also whether she is getting those overtones of personal satisfaction that come with any job well done. A check with her, and with the agency employing her, is sufficient, followed by immediate removal from the job if either party is dissatisfied. Suppose the volunteer is working in an agency side by side with paid workers (a whole story in itself). Suppose she has seen the paid worker drink a Pepsi-Cola and have a cigarette before a particularly trying interview with a client. She may react understandingly or she may say to her neighbor that night, "there I was slaving over those records, and Miss Zilch was taking it easy." Or suppose the agency has counted on the volunteer receptionist and she has been absent without notification three successive Wednesdays. In either case, the central volunteer office had better know promptly, and enter the notation on the volunteer's permanent record. By and large volunteers *want* discipline and guidance, and they want to be held to a standard as exacting as that for paid workers. They have immense pride in the dignity and importance of their jobs. They may even graduate to a professional career. Who knows but what a potential social worker, doctor, visiting nurse, dietitian or teacher, lurks under the meek exterior of the person offering gratuitous service, unasked, unbidden, and—

I was about to write "unsung" but that brings us to the final point in the technique of handling volunteers. Forgive the platitude, but they are people and they must not go unsung. If it is a distinctive smock they want, if it's a pin, a service stripe, a certificate to hang on the wall or just a simple pat on the back and a "well-done" not grudgingly given—they should have it. Their services are cheap at any price, and the by-product is something priceless.

Wide Use of Volunteers Means a Vitalized Democracy

The by-product is citizen participation in our American life and we have the opportunity today which will not return if we ignore it, of capitalizing on the vitality, the enthusiasm, the power, the interest, the eagerness, the spiritual fervor of war-born volunteers. Many of them have taken the first step from narrow self-interest to a desire for broad participation, and the beginning of understanding of what we fought for. We *can* capitalize upon all this to advance the American dream which we have seen outlined pretty clearly in war time community planning. Time and again, under war time stress and strain, we had evidence of the faith of Americans in the ability of free men and women to put personal credit and gain aside, and do the things that had to be done for the greatest good to the greatest number.

Now the patriotic fervor is gone. I venture the opinion that if we retain 10 per cent of our volunteer manpower, we are doing all right. Job opportunities, which social work professionals must provide, are lessening—are we willing to lose all we gained? I hope not, but the future does not belong to a few crusaders for volunteer service—it belongs to you.

Please Note

The March issue of *The Family* (Family Welfare Association of America, 122 East 22 Street, New York 10) is devoted to articles on the work of Francis H. McLean who died in June 1945. These articles pay tribute to one of the great pioneers of social work in this country. The composite picture of the development of central councils, organizing family societies, strengthening public welfare agencies, and training in professional skills, is of interest to board members, volunteers and students as well as professional workers. Copies are available at 35 cents each; ten copies or more at 30 cents each.

Personnel Practices in Social Agencies, a 20 page pamphlet recently published by the Philadelphia Chapter of the AASW, may be ordered at 40 cents each from Mrs. Clare Aron, Room 902, 311 South Juniper Street, Philadelphia 7, Pa. The pamphlet contains detailed coverage of a statement of principles and includes a reprint from THE COMPASS (March 1940) "Some Principles in the Evaluation Process."

A Volunteer Looks at Volunteering

By Thelma Shaw

Member, Advisory Committee on Volunteer Service, Community Chests and Councils, Inc., Chairman, West Virginia Merit System Council

Satisfactions

FROM the standpoint of the volunteer, the satisfactions experienced in giving volunteer service are infinite and varied, both positive and negative in character.

Social Work Is Big and Broad

Among the positive are those which come from participation in shaping social programs. Trite as it may sound, there is in most of us a compelling urge to make a worth while contribution to the society in which we live. The daily routine of the humdrum everyday business of keeping house or making a living is quite often a compromise with the ideal and we get the feeling of being pinched and shaped into compartments too small for us. We need an "extra-curricular" activity, creative, and worthwhile, in which we can expand to what we fancy is our full stature. Perhaps this accounts for the fact that private philanthropy, of which volunteers are the keystone, ranks as one of the ten big enterprises in this country.

Agencies that believe in making the best use of volunteers take time to help them to develop individual skills for special jobs, to know why the agency exists, to evaluate it as to adequacy of program, leadership, and effectiveness of operation. As a result the volunteer, aware of the fact that his role is to supplement but not supplant paid staff, becomes conscious of an obligation as a worker, interpreter, a builder of public opinion, and feels a great privilege in having a share with others in programs that provide greater security for our people.

Social Planning Is Exciting

There are the satisfactions which derive from learning the art of social planning. Participation in the coordination of resources in an effort to make a blueprint for a better community is often frustrating, always challenging. The gaps and lack of integration in existing services that planning groups bring to light give indication of the potentialities of expansion and cooperation yet to be explored in welfare agencies. Volunteers all over the country have initiated and are the backbone of local and state planning groups, commissions, conferences, and the like, that are attempting to make a dent in present problems. Progress is slow but inevitable if enough citizens can be roused from their apathy for public affairs by leaders who have sufficient motive and conviction to mobilize their support and action.

Social Workers Are Stimulating

There are satisfactions which result from a close association with professional staff. In most cases, leaders in social work are understanding, intelligent, and so endowed with vision and purpose that the personal rewards from knowing them bring stimulation, enlightenment, and inspiration to a marked degree. The association can be practical in that through it one is often better able to get on the "inside" of agency background, trends and resources. A board member who has more than a casual knowledge of available technical and consultative services in special fields and something of the people who render them can have much to do with breaking down barriers between technicans or experts, and those in authority who are somewhat resistant to their services. Community studies, surveys of agency operation, consultative services on utilization of personnel, public relations, etc., institutes led by outstanding individuals, are often the result of volunteer activity and are responsible for great tangible achievement.

Getting, Guarding and Spending the Agency's Money

There are satisfactions which result from a sense of trusteeship for agency funds. Someone has said that a good board member will "face budgets with courage, endowments with doubt, deficits without dismay, and recover quickly from a surplus." Most agencies are more concerned with deficits than surpluses and this situation will prevail until there is a broader measure of citizen understanding and approval of basic objectives.

It is depressing to see an agency executive who has a prosaically material attitude of "how-to-do-it-with-so-many dollars" instead of expressing a profound belief in the program in terms of human life and living. This same type of administrator in a public agency will depend on "axe-grinding" politicians to "horse-trade" with legislative finance committees in connection with agency appropriations.

Without minimizing in any way the real importance of politicians and finance committees, or claiming too much for volunteers, it is, never-

theless, a known fact that articulate citizen groups without axes to grind or horses to trade, have been successful in influencing desirable social legislation and budget appropriations.

The Negative Factors

Volunteers Frustrated by Social Work Jargon

Appropriations and social legislation in general have more than an accidental connection with the first of the negative factors in volunteer experience. There is sometimes a feeling that the task of agency interpretation is not being done effectively. The admonition "never over estimate the people's knowledge, nor under estimate their intelligence" should be more carefully considered by agency executives, particularly those in public welfare. Somehow the great mass of the people simply do not know the facts. Much of the publicity material reaches a small segment of the population and touches those on whom no missionary work needs to be done.

On occasions when agency staff talk in public there often abound such a profusion of interpretive directives of section so and so, so many alphabetical references and complications of national, regional, state and local involvements that people get little impression of the program's belonging to them or to the community. Instead, there is a resistance to something their money is being spent for that seems to be operating in a bureaucratic maze. Social workers are often criticized for shrouding their profession in mystery. The same sort of atmosphere appears to be building up around public welfare services.

Volunteers Lost in the Shuffle

There is a sense of frustration which attaches to a large agency in which an individual often feels futile and ineffective. Again this is more true in the public agency for except in rare cases there is here little opportunity for volunteers to train for committee and board service. Most citizens are confused about our governmental agency structure which seems very complex. Consistent with good administration, welfare agencies, both public and private, should make every effort to increase the number of citizens who are familiar with the reasons for, and workings of, those services that deal most directly with people in trouble.

Of course the governmental agency is limited by restriction and requirement, legal, financial, and otherwise, but there is no law against the imaginative use of the time and talent of citizens. The surest way to creat an informed body of laymen is to connect them first-hand with the agency. If welfare agencies on a national level could arrive at a practical (not theoretical) attitude toward citizen participation and develop material that could be used for the stimulation and guidance of local units in utilizing volunteers, their programs would ultimately be strengthened by citizen participation, criticism, and support.

Who Really Runs the Agenry?

There is an occasional suspicion that lay board members are not actual or real policy-makers. It is not difficult to understand why highly trained experts are reluctant to trust decisions on policy to inexpert lay boards. Yet this is a necessary phenomenon of democracy. No major policy made by experts can long endure unless accepted by the public as a whole. Representative citizens on boards reflect cross-sections of that public. They are sensitive to the temper of public opinion, know the strength of antagonisms, the timeliness of given plans and the measure of effectiveness of agency programs. Social progress is the product of the motives and philosophy of all the people, not that of professional social workers alone, though they have a most significant position in guiding the thinking and development of large numbers of individuals.

The Volunteer's Assignment Often Vague

A feeling of insecurity is frequently generated in contact with trained staff due to the fact that the function of the volunteer is not always sharply defined. An amazing number of social workers and agency executives have never accepted volunteers as being capable of knowing enough to be little more than meddlers. Consequently they have provided little opportunity within the agency for the growth and development of volunteers. Yet these same citizens are expected to give full support to agency policy. Volunteers who are merely echoes are a hindrance to good agency administration and cancel out their own function. This is especially true of board membership. Trusteeship without participation ends in reducing the trusteeship itself. One does not remain an ardent supporter of any project in which he is expected to be merely a rubber stamp.

It has been said that working successfully with volunteers requires on the part of the professional the "patience of Job, the wisdom of Solomon, and the hide of a rhinoceros" while the volunteer must "combine a New England sense of obligation with an Irish sense of humor, plus the courage of a pioneer and the regularity of an alarm clock."

Citizens and Social Workers Can Solve Social Problems Together

Whatever the proper ingredients are for the highest development of citizen participation, it is worth working hard for. The solution of today's problems depends to large extent upon the volunteer service of *all* citizens. There is plenty of room for both laymen and professionals to prepare themselves to understand these problems and to use all possible means at hand for solving them.

Neighborhoods Solve Their Own Problems

By Clyde E. Murray

Director, Union Settlement, New York City

IN this post-war period social workers must give serious attention to the nurture of the smaller units of society—the family, the purposive group and the neighborhood. Our thinking must be microcosmic as well as macrocosmic. Concern for large scale affairs on the regional, national and international levels by individuals and groups cannot be vital and lasting unless it is based on active participation in local problems and on meaningful relationships among the various groups in the neighborhood. If people are apathetic and are not closely related to one another on the local level, it is well nigh impossible to have a dynamic democracy on the broader scene.

The need for active citizen participation in neighborhood planning is the sine qua non of social workers, whether case, group or community organization worker in tax supported or voluntary agencies. Yet in our striving to develop objective and scientific methods, we have often been too prone to narrow our sights in neighborhood planning. In many neighborhood councils organized by social workers, educators and other professional people, too much of the planning has been done for the people of the neighborhood and too little in cooperation with them. In fact some of our "neighborhood" councils include few or none of the grass roots people.

The Amateur and the Expert Must Work Together

If democracy is going to be something more than a theory, then the amateur and the expert must work and plan together. Each has a unique contribution to make. Recently in Kansas City, the West Side Council, composed of local citizens, and the Mattie Rhodes Settlement worked together in inviting an expert on the city planning board to explain what the changes in the city plan were going to do to their area. The give-and-take discussion in the meeting was so successful that the expert said at the end of the meeting, "I see now that we should not make any changes without first talking it out with groups of this kind."

It is the responsibility of social workers to busy themselves with that condition of urban anonymity which characterizes millions of people living in crowded city neighborhoods. Saul Alinsky in *"Reveille for Radicals"* (which I recommend highly as a "must" on the reading list of all social workers) says that these people have been condemned "to living the kind of life where many of them neither know or care about their neighbors. . . . Social objectives, social welfare, the good of the nation, the democratic way of life—all of these have become nebulous, meaningless, sterile phrases. They feel deep down in their hearts that there is no place for them, that they do not count."

Planning Should Begin with Daily Problems of Local Citizens

Social workers need to help people to find practical projects in which they can become active—not projects which social workers think would be good for the neighborhood but jobs which are of concern to the people themselves—garbage and ash collections, crowded housing conditions, summer camps for children, elimination of harmful influences, play space for their children, adequacy of the schools, relations between racial groups, etc. At a P.T.A. meeting of one of the schools near Union Settlement a member of the Settlement staff met a group of Negro and white mothers who were distributing a petition to ask for better enforcement of the play street sign on the street in front of the school. Three children had been injured on that block which was supposed to have no cars on it. The mothers succeeded in getting over 150 signatures on the petition which they took to the Captain of the local police precinct. Better enforcement was the immediate result. The settlement worker is now giving assistance to this group of mothers in developing plans for recreational leadership on the block this summer. When it was discovered that empty lots adjacent to the school which had been recommended for purchase two years ago by the Board of Education to the Board of Estimate had not been bought yet, letters were written by the mothers and by the settlement staff to the city officials asking immediate action. Two of these mothers have been invited to join the Recreation Committee of the local planning council. Plans are now being made for a big meeting in the school for all residents of the block and on nearby blocks who might become interested in helping with a recreational program for the summer.

In San Antonio there is an isolated Mexican neighborhood separated from the main part of the city by a deep gully. As the crow flies the distance across is comparatively short, but by going around it is a matter of three miles. A group of citizens with the help of a social worker from the Girls' Club held a meeting and made a request to the city officials to build a bridge across the

gully. I understand that this bridge is now included in the plans for post-war projects in that city.

Under the leadership of the South End Planning Association and the South End House in Boston the residents of this area have been successful in preventing the issuance of a new liquor license in the South End during the past seven years. Every time an application for a license to establish a tavern or bar comes up, the Licensing Board issues a notice. Immediately a group of citizens makes its protest to the Board at a hearing and the license is not granted.

Solution of Small Problems Increases Confidence

As people are successful in their efforts to solve small problems, they gain confidence in themselves and are willing to tackle larger problems. Often as a result of successful action, they will associate themselves with a council or similar planning organization which covers a wider geographic area or is concerned about broader issues. Good examples of this can be found in the experience of many tenant leagues or councils organized by the residents of the new public housing projects. Their first concerns were for recreation for their children, adequate heat and hot water, cleanliness of the common stairwells, etc. Yet after a period of trial and error within the confines of their small neighborhood, many of them have become interested in the area surrounding the project and have become affiliated with local neighborhood and community councils. They could not be persuaded to join the community council until they had enough experience in planning for their own immediate neighborhood.

Most people living in city neighborhoods are not interested so much in the structure of the neighborhood planning as they are in function—not in the "how" but in the "what." I remember that during the war days our local East Harlem Defense Council was having great difficulty in securing the interest of people in establishing a block organization plan throughout the area. Many of us were trying to sign up one or more workers in each of the 208 residential blocks who would take responsibility for giving out information, for organizing the collection of salvage, and for getting other important jobs done if and when the city-wide and local officials of the CDVO decided on a plan of action. Our efforts were almost futile. Yet during this intensive campaign a meeting of the Council was held at which one of the local citizens suggested that the people of the area raise money for a Red Cross ambulance to be donated to the Army. The idea was enthusiastically accepted and within three weeks the goal of $1,400 was over-subscribed by these same people who were apathetic to the method of block organization. It was a practical project. They could see the reason for it and the results of their effort.

The Method of Community Planning

Yet there must be some means through which people can work together. It can be a committee made up of individual citizens, a parents' organization or a neighborhood council composed of representatives of interested organizations and of individual citizens. Whatever the structure, it should be composed of a cross section of the neighborhood-racial, religious, age, geographic and interest groupings and it should be flexible and designed to accomplish the purposes of the group. In most of the city neighborhoods, local planning groups of some type have sprung up. Wayne McMillen in *Community Organization for Social Welfare*[1] describes these groups as follows: "Sometimes this movement is indigenous and sometimes it is fostered by some group that is larger than the neighborhood and may be even city wide. The central council of social agencies has in some cities tried to assist these self-constituted neighborhood councils and to correlate their activities. In other places the central council has taken the initiative in starting neighborhood planning bodies and therefore has an organic relation with them. Elsewhere the neighborhood councils operate independently and have little or no contact with one another or with the central council of social agencies."

In many of the urban cities such as St. Louis and Boston the city or metropolitan area is being divided into natural communities, which will be recognized as distinct units in community organization and planning. Staff service is being given or will be given to these areas as the indigenous leadership requests help in their local endeavors.

Social agencies and individual social workers should be active participants in and stimulators of these local planning bodies which need nurture, support, and understanding if they are going to become effective. Meetings should be set at the time the citizens of the neighborhood can attend and not at the convenience of the social workers. The agenda should grow out of the concerns of the local citizens and the means of communication should be simple and not professional. Nothing can spoil relationships between the social worker and the local citizens more than the lingo most of us use in our professional associations.

A few social agencies have succeeded in getting the members of the Board of Directors, staff members and local citizens working together on a common project. There are too few examples of this type of planning and action but whenever it is successfully carried out, we take heart and hope many other agencies will try it too. In Syracuse recently a joint neighborhood, staff and Board of Directors venture was successfully carried through by the Arria Huntington Foundation.

[1] Community Organization for Social Welfare, by Wayne McMillen, University of Chicago Press, 1945.

Representatives of these three groups visited the homes in the immediate area surrounding the settlement and took pictures of existing conditions. These photographs formed the basis of an attractive display which was placed in the window of one of the larger banks in the downtown section. This joint group has consulted with the local Housing Authority about the need for public housing in their area and are planning to continue their efforts with the city officials until something is done.

This Is Strategic Time for Wide Participation

In the development of social work there never has been a more strategic time than now to stimulate active citizen participation in neighborhood affairs. During the war there were literally hundreds of people in each neighborhood active in various home front jobs as Air Raid Wardens, members of the City Patrol Corps, Nurses Aides, bandage rollers, War Bond, Red Cross and War Fund workers, sewers and knitters, salvage collectors, etc. Through these activities they demonstrated their keen interest in their neighborhood. Now that the war is over, these people can go back to the usual routine in their homes waiting until another emergency situation demands their participation or a large number of them can be stimulated to continue their activity to work for the betterment of the neighborhood. Also we have returning to our neighborhoods hundreds of young men and women who have spent the past few years winning the war. Their skills, their interests must be applied to the fullest in developing a dynamic democracy. The human wastage of this age group during the depression years must never be duplicated. They have the potentialities and skills for active leadership in neighborhood affairs, in business, government, labor union, fraternal organizations, neighborhood councils and other important areas of the local scene. It would be a terrible tragedy if their interests were not challenged and their abilities not used.

Whatever we social workers do during the next few years in developing active citizen participation, we must not forget that there are many other workers who have the same concerns we have. School teachers, clergymen, labor union leaders, organizers of veterans groups, political leaders and many others are interested in developing an active citizenry. Our efforts and theirs must be related and integrated in order that we do not fractionalize the neighborhood. Complete unity of all interests possibly can never be achieved but there are enough important jobs to be done now in which every group in the neighborhood is concerned, that can provide a basis of common understanding and interdependence for many years to come.

25th ANNIVERSARY DINNER

Members of the Association are invited to attend a dinner celebrating the 25th ANNIVERSARY of the AASW on the Saturday preceding the opening of the National Conference of Social Work in Buffalo, May 18, 7:00 P.M., Hotel Statler. A program highlighting 25 years of progress in social work is being planned. Tickets will be sold on May 17 and 18 in Buffalo at the entrance to the Ballroom, Hotel Statler, or may be reserved now.

* * * *

To: American Association of Social Workers, 130 East 22 Street, New York 10, N. Y.
Please reserve a place for me at the 25th Anniversary Dinner. I am enclosing my check for $5.00. (Tickets will be mailed on receipt of reservation.)

Name.....

Address.....

Volunteer Case Aids in Medical Social Service Departments

By Edith G. Seltzer

Consultant on Medical Social Service, The United Hospital Fund of New York

An experiment in the use of trained Volunteer Case Aides in hospital social service departments has been carried out in New York City under the joint auspices of the North Atlantic District of the American Association of Medical Social Workers and the United Hospital Fund of New York. Begun in October, 1943 the project is still in progress. The present description of it is based upon a detailed report, now in process of publication of the first year's experience.[1]

Initiated during wartime, the project sought to create a corps of trained Case Aides who would be prepared to assist in an emergency, since it was impossible to predict the extent of the demands that might be made on professional case work staffs of the hospitals in the event of a war catastrophe. It was the belief of the group responsible for the project however that trained Volunteer Case Aides can make a specific contribution to social service departments in hospitals in peacetime as well as during a war emergency. The results observed have borne out this conviction. In spite of a current dropping off in volume of volunteer service in many agency and community programs, a good proportion of the volunteers trained in this project have maintained their service and another training course is now being given.

Principles Used in Setting Up the Project

On the basis of analysis of earlier experiences in the training of volunteers, three principles were formulated as a guide: (1) That there must be clear understanding on the part of both professional and lay groups of their respective spheres of activity; (2) That as the Volunteer Case Aide is not professionally trained, her activities in the case work field must be defined and circumscribed; (3) That the Volunteer Case Aide must at all times have adequate supervision.

With these principles in mind, the project recruited, trained and placed, during the first year (October, 1943 to August, 1944) a group of lay persons who as Volunteer Case Aides performed, under the supervision of professional social workers, selected case work services in hospital social service departments. The value of these services to the clients of the hospital, to the social service department staff, to the social work profession, to the volunteer herself and to the community have been demonstrated.

The Training Program

During the first year of the project, a total of 78 students were enrolled, 65 of whom completed the course of training and 49 of whom fulfilled the pledge to give 240 hours of service in the year following graduation.

The course of training consisted of study of theoretical material in group discussions and practical experience in a hospital social service department under professional supervision. The 13 weeks course called for 91 hours of instruction, of which 65 hours were devoted to practical training. Five hospital social service departments that had indicated an interest in the project and that met the Project Committee's criteria were selected to serve as training centers. All five departments had indicated a belief in the value of volunteers to a case work department and all had had experience with volunteers. Also each had concentrated on growth in case work performance and had developed a program of professional teaching and training. Also, in the selection of training supervisors an effort was made to select a professional staff worker with a positive conviction regarding the use of volunteers and the value of a volunteer training program.

Administration and Sponsorship

The project was developed as a centralized and controlled plan for the training and placement of these Aides in medical social service agencies, financed during its first year as a demonstration through community funds and sponsored jointly by a professional association and a community-planning agency.

General administration of the project, including the determination of policies, was delegated to a Project Committee consisting of members of the Committee on Volunteers of the North Atlantic District of the American Association of Medical

[1] Volunteer Case Aides in Medical Social Service: An Experience in Selection, Training and Placement. Prepared by the Committee on Publications of the project. Published by the United Hospital Fund of New York and the North Atlantic District of the American Association of Medical Social Workers. The Livingston Press, 1946. Committee on Publications of the Project: Edith G. Seltzer, Chairman; Eleanor H. Bishop, Jeanne Garfield, Hazel M. Halloran, Theodate H. Soule.

Social Workers,[2] the two medical-social service consultants of the United Hospital Fund of New York and two members of the lay Medical Social Service Committee of the same agency. A coordinator, who also acted as the instructor in the theoretical subjects, was designated in order to establish centralization for the project.

Of special significance in this project has been the dual sponsorship by the professional organization of medical social workers and the community agency, whose purpose is the coordination and extension of the work of hospitals including community planning of affiliated social services. The United Hospital Fund may be considered as having many of the functions of a council of social agencies as related to hospitals in New York City. It contributed not only the funds necessary to carry out employment of additional supervisory staff to make the demonstration possible, but also services of its professional medical-social staff and a centralized office accessible to individuals and agencies. The professional Association brought its enthusiasm, technical knowledge and experience as well as a quality of professional support important in an undertaking so directly concerned with practice and so experimental in nature.

It is possible here to give only a short description of the content of the training offered the Volunteer Case Aides. In both the theoretical and practical training, the aim was to relate the individual's desire to help people in trouble to some of the techniques of social case work as practiced in hospitals.

The goal in theoretical training was to assist the volunteer in gaining insight into the social case work process rather than in developing skills in the practice of case work. Broadening and deepening concepts of human behavior was emphasized. The practical training involved not only the teaching of specific theories and instruction in the techniques involved in the performance of case work services to clients, but the necessity of helping the Volunteer Case Aide to find her place in the hospital setting; consideration of behavior, ethics, and the function of the doctor and the nurse, and acquainting the Volunteer Case Aide with the range of health and welfare resources in the community.

Working Relationships with Medical Social Workers

A factor of importance to the success of the project was that of establishing a working situation between professional staff members and Volunteer Case Aides which would be a mutually constructive experience. For many of the professional staff members, the Volunteer Case Aide project was their first experience in sharing work with lay persons. It was noted that the ability of the professional staff to share or delegate responsibility varied widely. There appeared to be a correlation between a staff worker's conviction as to the value of the Case Aide's services and the extent to which these services were used by her.

The Project Committee was inclined to the belief that, granted a well planned volunteer program, negative attitudes of the staff may arise from individual difficulties or agency limitations. These factors operating in connection with the staff worker may raise questions as to the degree to which the agency has carried out its responsibility for helping the worker through its staff development program to achieve a feeling of security, the extent to which each field of social work has adequately defined its function so that the individual social worker has a sound basis of practice, and the degree to which the individual agencies have incorporated into their programs the standards set by the various fields of social work, thus helping the social worker toward a clearer understanding of her function. Obviously, the integration of a Volunteer Case Aide program into an agency presupposes interest and agreement by staff.

Thus it can be seen that essential to the establishment of sound working relationships between the professional case worker and the volunteer is the need of a clearcut delineation of the actual services that may be delegated to the Case Aide. How does the professional worker view the service that the volunteer can perform? What is the service that should remain exclusively the province of the professional worker?

Specific Responsibilities Carried by Volunteers

It was clear to the committee responsible for this training project that while the Case Aide was to participate in case work service by aiding the professional case worker, she could be given no responsibility for the interpretation or treatment aspect of case work service, since the processes involved in the formulation of the patient's problem are professional in character.

A list of services which might properly be assigned to Volunteer Case Aides has been evolved from testing a preliminary list with actual services performed by the trained Case Aides under the present program. This list was compiled by the training supervisors from daily tally sheets submitted by the Volunteer Case Aides and was reviewed by the Project Committee and accepted as an approved list of services. The complete list covering some 175 items is to be found in the published report.

[2] This committee, under the chairmanship of Hazel M. Halloran, had been active in the North Atlantic District, American Association of Medical Social Workers, since 1940.

The sponsors believe that the project has been carefully planned and administered, that painstaking consideration has been given by members of the Project Committee and professional staffs to the many problems involved in selection of candidates, training supervisors and training hospitals, content of the teaching material, placement of the Volunteer Case Aides, orientation of supervisors in placement hospitals, etc.

Values from the Project

The committee had the advantage of pooled knowledge gained through earlier individual agency experiments in the training of volunteers so that while it began its task recognizing that trained volunteers can perform valuable services, the group had an awareness of the hazards involved in setting up such a training and placement program on a community wide basis. In this particular community situation, an important and encouraging element existed in the nature of the lay-professional relationship. In an atmosphere of mutual respect and genuine cooperation, the lay and professional groups seem more ready to experiment with projects of this character knowing that partial success or even failure will not impair the fundamental attitudes.

Much of the thought and direction of the project was concerned with study of three aspects of the problem which were shared with lay and professional groups:

(1) That Volunteer Case Aides should work in a professional setting where there is a clear concept of professional service;
(2) That Volunteer Case Aides must have adequate training and supervision;
(3) That resistance to such service by professional staffs would be inevitable and could be anticipated until the safeguards to volunteer service were explored and developed.

Now in the third year of operation of this training and placement program, the Project Committee has analyzed the values of the project in some detail and has included its findings in its publication. Briefly, these may be mentioned here as, the values gained by the volunteer herself, by the social service departments and the hospitals, by the community through enlarging the "board-potential" pool of informed lay persons, to the professional staffs in increasing their knowledge and skill in this area, to the social work profession and to the community as a whole.

The Volunteer Case Aide program provided an effective way of interpreting medical social work to the community. Through the volunteer's intimate acquaintance with medical social work settings, her use of techniques, and her familiarity with many of the social worker's tools, such as interviewing, recording, statistics, and supervision she gained an appreciation of their necessity and an understanding of "why social work costs so much." The less obvious phases of social work and medicine, the relationships of both within the social welfare structure of the community were brought to her attention. Her increased appreciation of the preventive aspects of medical and social work practice, and the interrelationship of social, economic and emotional factors with physical and mental health, were likewise contributions to community understanding and support for the goals of social work.

Among the professional considerations in evaluating this project was the necessity to determine services which might be delegated to a non-professional aide. This involved the review and analysis of current case practice. In some instances the process of re-evaluation served to focus attention on fundamental questions concerning the validity of particular responsibilities and procedures heretofore accepted.

To the community agency the project demonstrated its value as an additional method of reaching lay groups who were often able to achieve a keener comprehension of social work practice through understanding of the aide's contribution than through the more difficult identification with the professional worker.

What the Project Cost

As in all educational projects, there has been financial outlay. Needless to say in this one, the investment is being evaluated not only by the professional field, but by all participating groups. The answer is not simple since it lies in current and future gains, a nebulous uncertain measure. In our opinion, the investment both in financial outlay and in planning time of the committee has been justified. It represents one more link in the strengthening of this professional service.

If we believe that the community has a stake in social work, and if we believe that social work has a stake in social action, then it is axiomatic that we have an obligation to apply our professional skills toward helping the community to understand the problems of the people whom we serve.

In our own community, this project of training volunteers as aides represents one of several which we believe has given the community more tangible knowledge about the social services and has deepened their feeling of responsibility.

The Professional School Curriculum and Citizen Participation

By Dorothea F. Sullivan

Director of Group Work, National Catholic School of Social Service

PERSONNEL recruitment, selection, training and placement are subjects one ordinarily expects to find in the body of knowledge designated for the education of a personnel worker rather than for that of a social worker. For this reason social workers in whose own training these have been omitted may be fearful about embarking on any program which requires a working knowledge of their techniques and standards. Many teachers in schools of social work have had little practical experience in these areas and hesitate therefore to include such material in the curriculum, or are not convinced of the reasons for its inclusion. Under these circumstances it is not surprising to find graduates of schools of social work professionally illiterate in the matter of dealing with volunteer participation in the agency. Nor is it surprising to find staff workers unable to analyze their own jobs for the purpose of division of responsibility in an effort to share the work with another staff member or with a volunteer. But an elementary knowledge of such techniques is absolutely essential for any professional person who is to assume administrative responsibilities in even a small degree. Incidentally, the services of an expert on such matters can be obtained by a social agency, often *on a volunteer basis.*

What Is Being Taught?

An examination of current school catalogues would lead one to believe that only in administration or in group work courses is the volunteer mentioned. In a majority of the schools these courses are not required and in some not even offered. A more heartening impression is gained from conversation with individual faculty members and by examination of course syllabi. The use of volunteers in specific settings is treated at least briefly in many of the case work and community organization courses. The Institute of Community Organization and Leadership offered June 10–29, 1945 by the New York School of Social Work in cooperation with Barnard College was a noteworthy occasion on which volunteer and professional social workers met in discussion. It also serves as an indication of the New York School's feeling of responsibility toward volunteers. Other schools have experimented with short courses for volunteers. However, the pattern of having the professional social worker or educator teaching a group of volunteers meets only part of the present need. Groups of young social workers should be addressed by more experienced social workers, *both professional and volunteer,* on the subject of citizen participation.

It is usually difficult to determine the philosophy of any one school concerning citizen participation in social work. Either the faculties have not discussed it or the evidence of their consensus has not been made known. A timely topic is that of the social agency client in his role as a citizen who may wish to participate in helping to solve the community problem of which he finds himself a victim. This is especially salient in the case of the returned veteran, who is a citizen member of the community before he is a veteran. It is possible that it will be chiefly on the foundation of citizen participation in community affairs that the veteran and the non-veteran can find a common foothold for future cooperative enterprise.

Suggestions for Curriculum

The purpose of this article is not to suggest that schools of social work introduce into their curriculum courses in personnel management but rather that all curricula be examined to see to what extent the future social workers are being equipped with a workable knowledge of such procedures, sufficient to make them cognizant of the current expectations of the community in this regard. In addition, the students have a right to expect from their schools a more articulate expression on the mutual obligations and expectations of the professional and volunteer social workers.

For the past two years at the annual meetings of the American Association of Schools of Social Work, faculty members have applauded the talks of their guest speakers (Evaline Burns and Martha Branscombe) who voiced pleas for a broader interpretation of the social workers' function in this respect. The enthusiastic reaction of the faculty members leads one to believe that there is no reluctance on the part of the schools to offer such training.

At the 1946 meeting of the AASSW there was distributed by the Advisory Committee on Volunteer Service of Community Chests and Councils, Inc., a bibliography on the subject of volunteers. In the month since the meeting several expressions of gratitude and some helpful suggestions have been received by the Advisory Committee. In

addition there was distributed to the schools the following list of topics, suggested for discussion with present or future professional social workers:

- Magnitude of social problems—solutions offered through various channels.
- Need for citizen participation:
  - Assumption of responsibility by community,
  - Reconversion of wartime enthusiasm,
  - Correlation of active participation and financial support,
  - Method of entry into community life for veterans and newcomers.
- The responsibility of the professional worker in regard to the volunteer.
- History of volunteers in social work.
- Philosophy, psychology and ethics of volunteer service.
- Personal qualifications.
- Volunteer-professional relationships.
- What a volunteer may expect of a social agency.
- Expansion of agency services through volunteers.
- Analyzing and describing volunteer jobs.
- Recruitment, selection, training, placement.
- Supervision.
- Terms of service by volunteers; methods of recording service.
- Evaluation of volunteer services; awards and other recognition.
- Volunteers in specific settings — institutions, hospitals, housing projects, etc.
- The client in his role as a volunteer worker in the community.
- Function of special groups—young adults, men volunteers, professionally trained people as volunteers, etc.
- Special areas of function—finance, public relations, consumer interest, etc.
- The establishment and use of a central volunteer bureau.

It is hoped that discussion of such topics within the curriculum will offer new and practicing social workers an opportunity to increase their usefulness to the agencies and the clientele they serve.

Field Work as an Educational Experience for the Student

By Florence Sytz

Director of Field Work, Tulane University School of Social Work

MODERN progressive education has re-discovered for us the fact that learning is, or can be, pleasurable rather than painful. There are those who do not agree with this and who take their stand with Mr. Dooley, who says "I don't care what you larn thim so long as 'tis onpleasant to thim." I happen to prefer Dewey to Dooley. For to learn to think effectively about any problem, to be able to communicate our thoughts to others, either verbally or in writing, to apply pertinent knowledge to concrete situations, and to embody our professional ideals in our actions, feelings and thoughts is to set for ourselves an educational objective, the pursuit of which can be pleasurable.

We may ask as does the Report of the Harvard Committee on *General Education in a Free Society* why education should be thought of as primarily an intellectual enterprise when, in fact, human nature is so complex. "For instance, man has his emotions and his drives and his will; why should education center on the training of the intellect?" Such questions are asked, as the Harvard Committee points out, by those who would separate intelligence from emotions, drives and will, rather than view intelligence as something not apart from these, but a way in which all human powers may function. The goal of both general and professional education is intelligence in action.

The Teaching Problem

The primary teaching problem is that of helping students to learn, whether the learning takes place in the classroom or in the field social agency setting. Since the range of case work, group work, community organization and research knowledge and skill is too extensive to be encompassed within a two year graduate curriculum, there must be selection and progression of material and attention paid to teaching methods. Field work course outlines are, in my opinion, as important as are syllabi for classroom courses. As in all teaching and learning, the setting is not as important as is the ability of the teacher to teach the agreed-upon content within the given time interval and the capacity of the student to learn to use this content. As Fern Lowrey points out in her article on "Teaching Methods in Practice Courses" (*The Social Service Review*, December, 1945), "The usual teacher of social work was first a social worker and therefore tends to concentrate upon the practice of social work rather than upon how

* This is the second in a series of articles on Field Work. The first, by Sarah Ivins, appeared in the January 1946 Compass.

to teach it or how to enable the student to learn to practice it . . . as a result some of us tend to draw more largely from the field of social work practice and less from the field of education in determining both the content and the methodology of teaching." We also tend to do this because we know that all good teaching is therapeutic, if by therapeutic we mean that the student has been helped to see and deal with the obstacles and inhibitions that interfere with his responding to new ideas, problems and ways of acting, or helped to gain the necessary control over his excessive responsiveness that has resulted in disorganized thinking and action. In learning to practice social case work, group work, community organization and research, the obstacles to learning have to be correctly diagnosed, for there are those that are sufficiently common to be "normal" or to be expected, and here teaching methods play a role in either their increase or decrease; as well as those obstacles more highly personal and individual in character. When the emphasis in field work or in supervision is placed, not on the student, but on the client situation, the group work, community organization or research problem, the personal factors interfering with learning are reduced, for the center of gravity is found within the developing experience in which students and field work instructors participate.

To What Extent Is Field Work Educative?

Field work as a course of instruction offered within the social agency setting is experience. However, education and experience cannot be directly equated to each other, for some experiences are, as Dewey points out, mis-educative. "Any experience is mis-educative that has the effect of arresting or distorting the growth of further experiences." For experience to be educational it has to be thought of in such a way that the result is a plan of agreed-upon subject matter and methods of instruction, otherwise what we refer to as educational experience remains a matter of words. Field work cannot be just a matter of words or of stated objectives and planless improvisation if it is to provide an educational experience for the student. Ways must be found to translate the words into appropriate action. In order to better our own best classroom and field work teaching, it is necessary to work on ways of applying the discoveries of psychology about how people learn. Stated in general terms, these discoveries are:

1. Material, if it is to be understood by the student, must be related to his present needs and to his previous experience. Learning proceeds from the concrete to the general.
2. Individuals differ and in order to help all students attain any minimum standard of performance, it is necessary to individualize the methods of instruction for uniform methods will not produce uniform results.
3. Individual effort, which results in competent performance, is impossible without individual interest.

In addition to the use we are able to make of these findings of the psychologists, it is important, if field work is to be an educational experience for the student, to decide upon the subject matter to be taught in the field work courses. The second step is that of recording what goes on between supervisors and students in individual and group conferences, and the third, that of formulating criteria of use in analyzing this material.

The Supervisory Conference

At various times, articles have appeared containing illustrations of supervisory conferences given in greater or less detail, and such conferences have been used in spotting certain field work problems; in showing the students' reactions to supervision; the supervisors' presentation and analysis of a students' problem in learning, or the way in which a supervisor attempted to teach a given point in practice. Such material, while useful for its specific purpose, is of little help in identifying the educational aspects of the supervisory experience. The need is for a broader base, or for a more inclusive set of criteria, if we are to find the answers to questions such as: "Did the supervisory conference or conferences provide an educational experience for the student? What are the 'earmarks' of such an experience?" The following criteria are based on points made by John Dewey in his book on *Experience and Education,*[1] the page citations refer to material in this volume.

I. *The Quality of the Experience (Supervisory Conference) for the Student*

   A. Is there give and take in the discussion? Development occurs in the learning process "through reciprocal give-and-take, the teacher taking but not being afraid also to give." (p. 85)

   B. Is the discussion conducted with reference to *what* is to be done and *how* it is to be done?

   C. Is the conference one that increases the student's sensitivity or responsiveness to client or problem situations?

   D. Is the subject matter discussed in isolation or in relation to the student's classroom and past experience?

   E. Does the discussion engage the intellectual activity of the student?

      1. Does the discussion add to the student's knowledge and ideas?

      2. Is the student stimulated to produce ideas—to search for new information?

[1] John Dewey, *Experience and Education,* New York: The Macmillan Company, 1938.

Since problems are a stimulus to thinking, a given experience should "lead out into a field previously unfamiliar. . . . No experience is educative that does not tend both to knowledge of more facts and entertaining of more ideas and to a better, a more orderly, arrangement of them." (p. 102)

II. *The Problem or Problems under Discussion*

A. Are the problems defined sharply enough for purposeful discussion?

B. Is the discussion well focused on the problem?

1. Is the problem situation the center of discussion, or is the student and his feeling the focal point? Maritain is the author of the following statement emphasizing the primacy of the thing to be learned: "By dint of insisting that in order to teach John mathematics it is more important to know John than to know mathematics—which is true enough in one sense—the teacher will so perfectly know John that John will never succeed in knowing mathematics." It is often necessary to discuss the student's feeling reaction to a given situation, this is only questionable when the quantity and quality of such a discussion shifts the attention of the participants away from the essential purpose of the conference.

2. Do the student and instructor base their evaluative judgments on recorded data, or is the discussion based largely on "impressions" about the situation? Is the student challenged by the instructor to produce the data upon which a statement is based?

3. Are the ideas put forth as hypotheses to be tested—not as final truths?

C. Is there any discussion of the consequences of past action, the testing of ideas? Is the student stimulated to look back over what he has done, to extract the meaning from this? "To reflect is to look back over what has been done so as to extract the net meanings which are the capitol stock for intelligent dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind." (p. 110)

D. Has the instructor selected those aspects of the situation within the range of the student's knowledge and skill that have "promise and potentiality of presenting new problems which by stimulating new ways of observation and judgment will expand the area of further experience?" The instructor must not ask too much of his students, for if he does they will become discouraged, nor must he ask too little and so run the risk of their becoming bored and making no progress. In "stimulating new ways of observation and judgment" the instructor will regard what the student has learned in the classroom and in other field work courses not as a fixed possession, but as an instrumentality for opening new fields which make new demands upon existing powers of observation, skill, and intelligent use of theory. "Connectedness in growth must be his [the teacher's] constant watchword." (p. 90)

We would not expect a single supervisory conference to illustrate all of these points. We would, however, expect a given conference to illustrate one or more of the points and a series of conferences extending throughout a semester or a given time interval to cover the criteria. Any criteria are, of course, tentative and subject to revision. My point is simply that without some such criteria to be used as a guide by supervisors or field work instructors the educational aspects of field work will remain embedded in wishful words. The criteria are of use in putting the words to work.

AASW Member Receives Legion of Merit

Former Technical Sergeant Myron J. Rockmore, a member of the AASW has been awarded the Legion of Merit. His citation reads: "Staff Sergeant Myron John Rockmore, Army Serial Number 12 082 692, Medical Department, Army of the United States, for outstandingly meritorious service as Chief Psychiatric Social Worker, Mental Hygiene Division, Army Service Forces Training Center, Camp Plauche, New Orleans 12, Louisiana; for superlative performance while reconditioning neuropsychiatric casualties in the capacity of Chief Psychiatric Social Worker, Mental Hygiene Unit, England General Hospital, Atlantic City, N. J., and for his contribution in the conception and operation of the first Mental Hygiene Unit in the Army established at Fort Monmouth, N. J. In these positions of responsibility, he exhibited an unusually high degree of resourcefulness and creativity which aided immeasurably in the accomplishment of military missions which were vital to the maintenance of the mental health of military personnel. Through unselfish devotion to duty, leadership, and exemplary performance, Staff Sergeant Rockmore reflects credit to the service, his profession, and himself."

AASW Financial Statement

1945 Income and Expenses

	Budget Estimates for Year 1945—Budget Items Only		*Statement of Cash Receipts and Disbursements for Year Ended December 31, 1945*	
Balance of Cash, January 1, 1945:				
Reserve fund		$1,007.14		$1,007.14
Operating balance		1,605.24		1,605.24
		$2,612.38		$2,612.38
BUDGET RECEIPTS				
Membership dues	$58,750.00		$59,650.40	
Additional Contributions	150.00		318.50	
Publications	500.00		925.36	
Miscellaneous	200.00		698.19	
Total budget receipts	$59,600.00		$61,592.45	
BUDGET DISBURSEMENTS				
Salaries	$32,720.00		$32,362.91	
Office expenses	6,750.00		6,473.07	
Rent	2,352.00		2,352.48	
Social Security taxes	1,200.00		1,027.91	
Nominations and elections	1,200.00		1,492.46	
Committee travel	8,200 00		6,297.63	
Committee materials	1,000.00		2,490.56	
Staff travel	3,000.00		3,885.04	
COMPASS	4,000 00		3,951.50	
Total budget disbursements	$60,422.00		$60,333.56	
Excess budget receipts over disbursements				$1,258.89
Estimated excess disbursements over receipts		$822.00		
NON-BUDGET RECEIPTS				
Chapter dues			$29,403.74	
Rental grant			1,565.76	
Federal taxes, etc., withheld			5,570.24	
Total non-budget receipts			$36,539.74	
NON-BUDGET DISBURSEMENTS				
Dues disbursed to chapters			$29,403.74	
Rent against grant			1,565.76	
Payment of Federal taxes, etc., withheld			5,208.35	
Total non-budget disbursements			$36,177.85	
Excess non-budget receipts over disbursements				361.89
Total excess receipts over disbursements				$1,620.78
BALANCE, DECEMBER 31, 1945:				
Reserve fund			$1,514.69	
Operating balance			2,718.47	
				$4,233.16

The books of the Association for 1945 were audited by *Haskins and Sells*, Certified Public Accountants.

Social Work Salaries Conference

February 1, 1946

Seventeen national social work organizations participated in the Conference on Social Work Salaries sponsored by the American Association of Social Workers in New York City on February 1, 1946. The *purpose of the meeting* was stated in the letter of invitation as follows:

> The AASW Board at its recent meeting recognized the direct relationship between social work salaries and the number and caliber of persons entering the social work field, the amount of professional education which the profession can require of its members, and the quality of services which social workers can provide. The Board also recognized the lack of comprehensive, current data on social work salaries and the need for a pooling of available facts and for supplementation by further studies.
>
> Our objectives for this meeting are as follows:
>
> 1. To provide for the informal exchange among agencies of information concerning personnel trends and developments relative to social work salaries during the war and post-war period.
> 2. To obtain for the AASW Board information as to available current data on salaries which may serve as the basis for a report to be published at an early date.
> 3. To determine the need for additional studies of social work salaries.

The following organizations were invited:

American National Red Cross
American Public Welfare Association
Associated Youth-Serving Organizations
Bureau of Public Assistance
Children's Bureau
Child Welfare League of America
Community Chests and Councils, Inc.
Family Welfare Association of America
National Conference of Catholic Charities
National Federation of Settlements
National Jewish Welfare Board
National Social Service Division, UOPWA
National Social Work Assembly
National Travelers Aid Association
National Urban League
Veterans Administration
YMCA, National Council
YWCA, National Board

Agencies prepared for the conference by providing written reports for their national and local agencies on (1) size of social work staff, (2) changes in use of staff, 1941–45, (3) extent to which local member agencies have written personnel classification and pay plans, (4) trends in social work salaries, and (5) the values which might result from a national comprehensive study of social work salaries.

What the Agencies Reported

Answers to these questions were also reported briefly by each agency representative and the following summarizes the total picture presented by the agencies and organizations.

Changes in Use of Staff

Indications were that there is a significant increase in the number of budgetted social work positions in 1945 as contrasted with 1941, outstanding being the increases in the American Red Cross, Veterans Administration, group work agencies and children's agencies. There is also a high turnover rate and increased demand for people with professional training and those who can qualify for supervisory and administrative work. Several agencies have redefined professional social work responsibilities and established sub-professional classifications.

People with less education and experience were employed, although often this was safeguarded by creation of sub-professional positions.

In the future, efforts will be made to improve standards through classification plans and clarification of job content and qualifications for jobs, work-study and educational leave plans, and greater emphasis on making the job of the prac-

titioner attractive enough to keep workers from moving into supervisory positions.

Classification Plans

Information given by agencies indicates a growing tendency to set up a description of duties and responsibilities with minimum qualifications for each. In most agencies the minimum qualifications were more clear for beginning workers than in higher classifications. The Associated Youth-Serving Organizations, upon finding that none of the organizations within their affiliated group had any description of similar jobs in each agency, worked out such descriptions and have issued a pamphlet in regard to this. The discussion indicated further that the public agencies, particularly those which are financed in part by the federal government, have classification plans which encompass a description of duties and responsibilities with minimum qualifications.

Reports also indicated that most private agencies do not have written specifications which include salary ranges for each position. There is little provision for systematic increment plans with specified ranges. Further, minimum salaries and provisions for increases are more frequently found in the lower salary group. Few of the agencies reporting had written policies and procedures for providing salary changes and promotions. A few of the private agencies have provisions for appeals relative to personnel action.

Social Work Salaries

All of the agencies reported that there were salary increases ranging from 10 per cent to 30 per cent during the war years. There apparently is no realistic relationship between salary increases and increased cost of living as the Department of Labor statistics reports a 33⅓ per cent cost of living increase. The amount of the salary increase tends to be less for more responsible positions. There has been some lowering of professional standards on the practitioner level but there has been little change in requirements for the supervisory or administrative personnel.

In general, agency boards are in support of increased salaries for agency personnel and this is partially due to the pressure of the labor market. However, it was pointed out by one agency representative that the support of the board for increased salaries is dependent upon the board's conviction of the worth of social work practice. Local communities seem to be more conscious of the need for professional performance by trained staff.

One agency pointed out the wage differential on the basis of race and sex and brought out the need for "like pay for like work." There has been a wide variation in the amount of the inductive salary and the qualifications required for beginning social work. The widest spread is an induction rate for beginning workers of $80 a month for public agency personnel in the State of Ohio and $165 a month in the State of Michigan. There has also been the problem of the induction of new employees into an agency at a rate higher than that paid to old staff members, which has caused dissension and inequities among staff personnel.

Need for a National Study of Social Work Salaries

1. There was abundant evidence of interest on the part of the national agencies in the subject of social work salaries and in securing further information on the subject.

2. There was some slight question about the advisability of issuing any broadside statement on social work salaries, the point being made that this is an involved subject and a delicate one. For instance:

   a. Setting up of *minimum* salary rates may suggest *holding down* of salary standards, in general.

   b. Too much concern on the part of social workers themselves in the question of salaries may antagonize community groups.

3. A study of social work salaries would be of value in connection with improving personnel standards and material collected would provide direction to local agencies and the basis for raising salary levels.

4. There was general agreement that at present the social work salary situation is confused, uneven, and unfair in many respects, and that there is need for developing basic principles about social work salaries and the factors to which they should be related.

5. The following problems were mentioned by many of the agency representatives in connection with salary studies which have been made by individual agencies:

   a. Problem of defining the scope of social work to be covered.

   b. Problem of defining a social worker—limiting the group of employees to be covered in the study.

   c. Problem of setting up standard classifications into which various types of workers might fall. In this connection it was pointed out that there is no uniform terminology even among agencies in the same general fields of work, and that job titles give very little information as to the way in which jobs should be classified. Therefore, some fairly intimate and detailed knowledge about the position and the work done is necessary in order to adequately classify social work jobs.

6. There was some question as to the advisability of proceeding at this time with a broad scale study of social work salaries, objections being based on the following:

a. The necessity for preliminary study and work in setting up job classifications before salary information can be meaningful.
b. The urgency of the timing in many respects; that is, the fact that a broad scale salary study would presumably not furnish information soon enough to have much effect on the immediate situation. Also, some question was raised as to the advisability of collecting salary information during a period when salary conditions are changing rapidly and future trends seem uncertain.

7. Several agency representatives suggested the possibility of collecting, analyzing and circulating information now available from national agencies. After this material has been prepared, another conference with national agency representatives might be held where further information could be exchanged and plans formulated for securing any additional information necessary. In the meantime, the AASW was urged to continue its work in connection with establishing job classifications.

General Discussion and Suggestions Made by Conference

Collection of Salary Data

1. To be sound, a salary study must be based on uniform job classifications. These are not yet fully developed in most agencies and we do not have uniform job titles and descriptive terminology.

2. Bringing together current salary studies, even though spotty and not based on uniform classification plans, and making them available to local agencies would stimulate agencies to examine their salary plans. This is a project which the AASW might well undertake.

3. As a preliminary to undertaking a comprehensive salary study, the Association might work with other groups to devise a plan for standard job titles, classifications and to suggest salary ranges for each.

Plans for Action

1. Social work has a salary problem which it recognizes. What is needed now is united effort on the part of professional associations and social agencies to solve the problem.

2. The primary criterion for determining appropriate salaries for professional positions is the professional service which the individual renders to the community; secondary, but also important, are the cost of living, the educational investment required, and the relationship between supply of and demand for personnel.

3. Social work positions are rapidly becoming "cemented" in public and private community institutions. Social work should move quickly to clarify job definitions, equate social work positions with other community positions, and level up the wide salary differences for similar jobs within the field.

4. Professional associations should acquaint their members with current data on what is being paid in social work and similar professions and should provide opportunity for discussion and formulation of an aggressive program directed toward adequate pay for social work.

5. Agencies should provide for Boards and staffs information on social work salaries and opportunity for discussion and action.

6. Ways should be found by the professional associations and social agencies to present to the public, which supports social work, information about social work salaries and their relationship to the quality of social service.

7. The professional associations, the agencies and labor unions should plan further conferences to exchange information and coordinate plans.

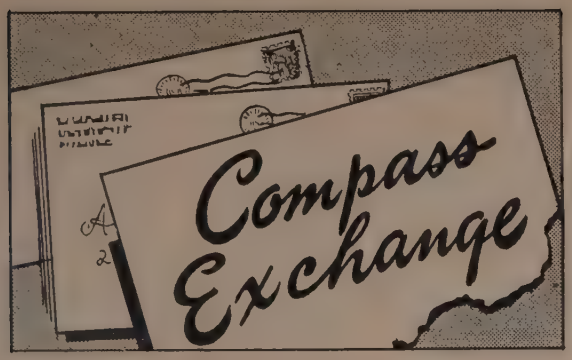
UNRRA Libraries

Chapters of the AASW responded generously to an appeal from UNRA for funds to buy social work publications for the use of social workers in countries where UNRRA has missions. Under existing authority UNRRA is unable to purchase such supplies. As literature is of considerable assistance in carrying out the relief program in devastated counties, the division of Contributed Supplies agreed to secure publications through donations from interested groups.

The national office forwarded the UNRRA request to chapter chairmen and to date $288.50 has been received from sixteen chapters.

Letter to Members

On March 29 a letter was mailed to all members of the AASSW. It outlines discussion and action at the last National Board meeting when it was decided that the program of the Association needed to be expanded. A proposal to increase basic membership dues from $7.50 to $10.00 ($8.50 to the national office instead of the present $6.00) will be presented at the 1946 Delegate Conference. Members who did not receive the letter may secure a copy by writing the national office.



More About an Examining Unit

DEAR MISS PADGETT:

I have read with profound interest the January number of THE COMPASS in which your committee has rendered a progress report on the problem of a national examining unit, and Dorothy Adkins and Dr. Mosier resent their very excellent articles. As a result, I am moved, quite on the spur of the moment, to tell you of three convictions that have grown in me as a consequence of my four years of work as subject consultant in public health nursing for the A.P.H.A. Merit System Unit.

As you know we have dealt entirely with objective-type, multiple choice items constructed by "practitioners" in the field, reviewed by the same and the test technician, and compiled by the subject consultant into examinations according to the specifications of state merit system agencies. In public health nursing alone we now have a reservoir of some 2,200 "items" and I have compiled about 90 examinations for 8 different classes or levels of nurses in some 21 states. Item analysis, revision and review is a continuing process as we weed out the weak selectors and have more and more evidence from the scores made in the tests as to the difficulty of each item.

The process of preparing examination materials of this type is a soul- (and brain) searching one! I must say I approached the whole project with great misgiving and distrust of the method. We are still far, *far* from claiming to have developed any infallible tests. We are still in the experimental stage of developing valid tests. *But* the whole experience leads me to urge those of you in the social work field to try it—try it on a very small scale, if necessary, for one class of social workers only—maybe just one area of the country—but try it, under highly-skilled technical guidance, and see what happens!

My three convictions (and please remember these are personal, not official, statements) are that the process of constructing examining materials of this character results in:

(1) a far better definition of the professional field (its goals, methods, requirements, scope, techniques—everything) than any book, school or agency has ever offered.

(2) Disturbing but extremely valuable evidence of what workers in this field do not know and should know, according to the best authorities (the constructors and reviewers and the textbooks!) The results serve as a "shot in the arm" for educators.

(3) The elevation of the professional field to a level where its performance, knowledge and skills are *measurable*. Subjectivity, vagueness and casual estimates of workers from personal impressions cannot exist in the cold light of a well-constructed written examination which samples a worker's knowledge of facts, of what to do *when*, of *which* thing to say, or answer, or do, or policy to follow under various conditions. The tests can be a most valuable administrative tool whether used as pretests, for employment, for placement, qualifying and ranking tests under civil service or for promotion. Other professions have found them useful—why shouldn't we?

Well—there you are!

DOROTHY DEMING,
Consultant in Public Health Nursing
Merit System Unit, American Public Health Association

The D C Chapter's "Confidentiality" Report

TO THE EDITOR:

I was, of course, interested in the publication of the District of Columbia Chapter, "Principles of Confidentiality in Social Work." Generally, I think this booklet helps crystallize some of the thinking necessary to the subject of confidentiality, and it is to be hoped that the transmission from a statement of principles to their application will not be too impossible a task for most of us.

One of the unsolved problems, which this pamphlet points up time and again, is that of determining what exceptions to the principles of confidentiality can be sanctioned. It is noted that "with few exceptions, social workers have not yet determined the specific types of situations in which the right of the client to confidentiality must or may be superseded." In the *Family*, November, 1945, I presented some thoughts on the basic philosophy involved in our concepts of the "rights of society" or "interest of the community." I should like to take this occasion to think more specifically about the possible means of defining "the types of situations in which the right of the client to confidentiality is superseded."

The Washington, D. C., pamphlet notes that the medical profession has turned to a source outside its own; the law, for the means of defining these situations. Insofar as lawyers are concerned, it is significant to note the opinion of the Professional Ethics Committee of the American Bar, quoted in the American Bar Association Journal, September 30, 1945, page 490 (Opinion 268, June 21, 1945), and the short addition to this opinion in the "Letters to the Editor" on page 676 of the A.B.A. Journal for December, 1945. In the opinion the lawyers discuss the problem arising when an attorney faces a conflict between his obligation to protect the confidence of his client and his obligation as an "officer of the court." Two significant statements appear in this material: (1) "while ordinarily it is the duty of a lawyer as an officer of the court, to disclose to the court any fraud that he believes is being practiced on the court, this duty does not transcend that to preserve the client's confidence;" (2) no public lack of confidence in the integrity of our profession will result from our adherence to the long established principle that confidences of a client to his lawyer will not be violated, and that the lawyer will not take it on himself to formulate or justify exceptions to this rule." The effect of these statements is virtually that nothing short of mandatory law can be the means of defining exceptions to the attorney's confidential relationship and nothing short of actual law can be the means for enforcing any necessary over-ruling of confidentiality, since, if the decision is left to the attorney himself, is within his own province, he will respect the confidential obligation to the client above all others and "will not take it on *himself* to formulate or justify exceptions."

Now, why should these two professions, law and medicine, turn to legal definition for exceptions to their rules of confidentiality. The answer would seem to lie as much in the practical workings of the situation as in any other factor. Practically speaking, the client, if he is to respect our integrity—and if we are respecting his—must have a fairly clear-cut idea of where we stand on the subject of confidence either at or before his original interview with us. The use—or abuse—of confidential information obviously comes *after* the client has visited us and divulged such information to us. At this later time the client is not present and we have no means of discussing with him the uses we are making of the information he has given us. If we call him in and discuss the fact that we wish to make a certain use of the information, and he does not agree to this, whereupon we over-rule his objection and justify this as an exception—can we say that the fact of our exception was made known to the client as a part of the condition upon which he imparted the information, or is it really, in such a case, one of those "ex post facto" decisions which our American people so detest; they prohibit it through their Bill of Rights.

If the client is to know what exceptions there are to the rule of confidentiality, so that knowing those exceptions he can make a free choice as to whether he still wishes to use us, these exceptions must be of fairly general community understanding. They must be such that any potential client can be fairly well apprised of them before coming to us, or at the utmost, immediately upon coming to us. Such general rules are, of course, achieved through publicly proclaimed and impartially enforced law.

Each agency could attempt to set up its own exceptions but this would make for such chaotic conditions, as far as the profession is concerned, as would result in the legal field if each attorney set up his own exceptions. Also, there might be an almost fatal tendency, where exceptions are made by individuals or individual agencies, for the exception to be made after the fact (when the pressures usually arise) rather than before.

Perhaps all agencies in a given locality could, in concert, formulate exceptions but these would still be open to some objections which are not the case with legal exceptions. In the first place, the social worker's profession would still have the reputation of having different shades and stripes of practice because the rules of obligation toward clients would vary from place to place. Secondly, clients could still justifiably feel that since there was no law compelling disclosure of confidences the social workers, personally, were setting themselves above the community (since the community had not seen necessary to make its own exceptions).

Much as our individual social conscience may, at times, drive us to have concern for other than our immediate client, the preservation of the professional relationship would tend to demand that we make the clear-cut rule of giving the client *absolute* confidence, where we are allowed to make the determinations; and if the public, in its good judgment, wishes to exercise a priority for its protection, it has the means to do so and should put itself on record so that both we and the client may be guided by the community itself in its expression of "community interest."

Dr. Oscar E. Whitebook,
Director, Division of Research and Statistics,
Federal Public Housing Authority,
Seattle, Wash.

An UNRRA Welfare Officer en Route to China

A long sea voyage is traditionally conducive to ruminations and so it is with me. During this travelling interval between "preparation" and the actual job of UNRRA welfare work in China, I have been recalling the meaning of my initial experience in UNRRA.

The impulse which leads the experienced social worker to seek an opportunity to serve with UNRRA seems to me somewhat the same as that which propelled workers from private agency security into the uncharted field of depression-created jobs established under public auspices. In addition to the similarities, however, there are some important differences. When we tackled the widespread need created by the depression, many of us were testing the flexibility of our skill for the first time. We were stunned by the widespread need, and found that some of our earlier concepts had to be jettisoned, and many had to be redefined to meet existing conditions. Living and working through that experience gave us something that is priceless in facing the war-created problems. We should have greater courage to test our flexibility to its utmost and a greater relaxation about what we can and cannot do to help. We should have learned that discarding some concepts and modifying others does not destroy our capacity to serve, and that evolution of new methods can be very productive.

We recognize the appalling gap between present day knowledge of what is necessary to establish sound and constructive living conditions for human beings and what we are able to accomplish for society. We also know that the need is so great that even the best we know bids fair to be tragically insufficient, and its application heartbreakingly slow. We feel even more clearly now than we did during the depression that we have a grave responsibility to throw all the weight of our professional knowledge and experience into the battle to ameliorate suffering and establish conditions favorable for the greatest possible degree of self-rehabilitation in war devastated countries. We know that the stakes are immeasurably greater today.

In addition to the fact that, having made some contribution to social planning by offering what we knew and what we could do when people suffered under the depression, we have the advantage of hindsight, and can see the points where a piecemeal attack on the problem jeopardized recovery and retarded vision of the problem as a whole. During the depression period there was little recognition of the necessity for simultaneous and coordinated approach to all the problems. We often tackled financial relief, work relief, public works construction in a sequence related more to ideas of various persons in separate administrative responsibilities than to a perception of the total community problem. The broad coordination of skills, services and supplies which is established in UNRRA offers the social worker an opportunity to learn how to approach emergency relief with a maximum degree of sound rehabilitative effort. Teamed with the professions of health and engineering and the services of experts in transportation and supply, the social worker can feel that she and her fellow workers who have a comparable commitment to serve through the use of their knowledge have through UNRRA an opportunity to mesh their skills in a concerted approach to total community need. The concurrent investment of joint effort toward social, medical, industrial and economic recovery offers us a chance to feel the relative place of social services in rebuilding shocked and disintegrated communities. While the job is getting done, the way in which we coordinate our part of the job with the other phases of the task will help us learn how to move closer to other professions in reviving the community's capacity to function in a healthy way.

Perhaps the most striking aspect of UNRRA, in comparison with the other emergency organizations I have known, is its international character. The fact of international concern is the characteristic content of the experience with UNRRA from the very inception. Various nationalities were represented in my training group in the Training Center staff and as the members of my group were sworn in together, the words denoting international responsibilities aroused in me a sense of affiliation with a constructive force crossing boundary lines and committed to basic service of broad human need.

This same induction process was for me also a turning point in my feeling about the personal implications of going to UNRRA. In deciding to relinquish a very well defined and satisfying professional job for assignment with UNRRA, the first feeling I had was that of aloneness in the decision itself. Many of my friends thought the desire to go a foolish one, bringing up arguments again and again that we need our full professional strength at home. Other friends tolerated my idea that going to China was important, and still others were closely allied with my eagerness. It was however, a decision I had to make in terms of my own professional investment and interests, and my willingness or inability to cope with uprooting myself from the most fulfilling job experience I had ever had.

As soon as I was clear within myself about it, the solitary aspect of the actual process of getting ready began to make itself felt. It centered around minor activities necessary because I was serious about going. The physical exam, the passport, the shopping to be prepared for unknowns closed in on me, and heightened the realization that I

was leaving others behind me, and having to deal alone with new tasks.

When I reached Washington though, the sense of aloneness began to be modified. Our first experience gave me a feeling of participating in a group in which each member had the same ultimate goal. The induction process helped us understand the administrative details as they would affect us during our period of orientation and preparation for departure. Instructions were presented crisply and clearly and there was ample opportunity for us to raise questions. The expeditious and business-like way in which these matters were disposed of commanded my sincere respect.

After the administrative meetings we were sent to the Training Center at the University of Maryland. Here we began to know more about our associates. We learned the first day that a very wide range of skill and experience was present in the group. There were doctors, nurses, social workers, medical technicians, marine engineers, supply and transportation men, and workers in administrative aspects of the job to be done. Different though our assignments were to be, we felt ourselves a group committed to a common purpose, and we set ourselves to learn whatever we could that would prepare us for our future responsibilities.

Participating in classes which filled every day, we found a great deal of satisfaction in sharing our reactions to the content of the class presentations. The material selected and presented to us was stimulating and pertinent. Dealing with history, geography, politics, economic situation, medical problems, agrarian reform and farm and industrial cooperative endeavors in China, the classes gave us much to consider. There was repeated emphasis on our responsibilities as nationals of different countries, to work hard to understand the marked cultural and philosophical differences between the Chinese and us. It was gratifying to see that a realization of the necessity for us to adapt ourselves to Chinese ways was expressed by most of us, even by many whose specific jobs will not involve direct dealing with Chinese people. As our classes progressed, we had exciting opportunities to hear people working in various phases of the UNRRA program tell us their first hand observations of the conditions under which we will work, and some of the problems we will try to help China solve. Always we were accorded opportunity to ask questions, and if we wanted to confer with Training Center permanent leaders, individual appointments were arranged.

Threading through the whole experience was the deepening acquaintance with people whose experience and expertness was different from our own. We began to see and hear how the problems presented to us in classes appeared to our fellow workers whose responsibilities were to be so different from ours. We had a chance to tell how we thought what we knew could be utilized. It became important to each of us, at one time or another, to show some other member of our class how our knowledge would serve, and to learn from people who knew things we didn't know how their skills would be put to work.

Never before have I had an opportunity to feel quite so sharply the sense of team approach to human need. During the depression we took a long time to get any unification of services and in some places we never achieved it. In this enterprise, however, medical, engineering, economic and industrial skills mesh with professional social work skill in one simultaneous effort to put creative rehabilitation at work to modify the destruction of war. Social services joined with other services to approach community devastation should help us increase our ability to coordinate our efforts with those other professions to serve human need under stress and to work toward sounder economic structure in the future.

The first days of preparation are over, and the next phase will be the one in which the specifics of what I am trying to contribute will be more clearly perceptible to me. Actually the next part of the experience will probably be more like job responsibilities in other settings. We will have specific problems facing us, and direct work with them will feel familiar and comforting. After studying reports from social workers already in China, I am convinced that only the soundest of what we know is of any value, and that the conditions with which we will deal will demand a high degree of creative courage.

Whether a given professional social worker goes or does not go is a matter for individual decision. There is no doubt in my mind, however, that in this shocked world, the weight of helpful concern by experienced and trained social workers needs to be thrown in with UNRRA's purpose. The difficulties of combining multiple skills to provide service and supplies around a world are incredible in their complications, even if there were no time pressure. To reawaken courage, provide material help, and make all possible use of accumulated knowledge in the service of human need wherever it occurs is, after all, the fundamental commitment of professional social work, and any agency set up to further these ideals is our agency.

MAUDE VON P. KEMP

RECEIVED
DIVISION OF CHILD WELFARE
APR 24 1946
DEPARTMENT OF PUBLIC WELFARE

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Report of AASW National Nominating Committee

THE National Nominating Committee of AASW held a two day meeting at the national office on February 25 and 26, 1946. In attendance were Frank Z. Glick, Chairman, from Lincoln, Nebraska, District 3; John F. Hall, Seattle, Washington, District 1; Campbell Loughmiller, Irving, Texas, District 2; Marietta Stevenson, Urbana, Illinois, District 4; Mrs. Beulah Whitby, Detroit, Michigan, District 5; Lyman Ford, Westchester, New York, District 8; and Barbara C. Wallace, Brookline, Massachusetts, District 9. The committee members representing districts 6 and 7 were absent.

The chairman first presented a review of the work the committee must do, explaining that the task of slate building for the national posts to be vacated this year means selecting from hundreds of potential nominees submitted by chapters over the country, the comparatively few people to be nominated. Prior to the meeting of the committee, starting back in October 1945, a bulletin was sent to chapters asking for suggestions of candidates, with a later follow-up to chapters from which suggestions had not been received. The national office compiled the chapter suggestions and national office reference material for use of the committee.

Under the present nominating procedure the major responsibility for suggesting candidates for national office is the task of the chapters. Unfortunately, only about half the chapters participate in this process. A few chapters seem to think that suggestions should be limited to persons within their own district or chapter, which is true only for district representatives on the National Board and Nominating Committee. Other offices should certainly be considered from the national viewpoint. Lateness in sending suggestions on the part of some chapters meant that their nominees were not incorporated in the master list, thus complicating the work of the national committee.

Some chapters indicated that the nominees suggested by them could be considered for any position on the national slate, which was helpful to the committee. It was also helpful when chapters were explicit as to why an individual was a good choice for a special office.

In its work of slate building, the Nominating Committee started off by reviewing and discussing criteria to be followed. The information that is most needed regarding potential candidates relates to, (a) AASW activity, (b) Professional employment and particular field of employment, and (c) Appraisal of the person from the viewpoint of competence and qualification for national office.

All of the names submitted by chapters were first reviewed one by one. This year, the national office devised a master list with all names listed alphabetically, with appropriate information on each suggestion indicated by brief entries; the chapter or chapters suggesting the name, chapter of membership, activities in the AASW, professional field, the positions held by the nominee, and an appraisal by the chapter. This master list was suggested by the Nominating Committee last year because of the difficulty encountered in keeping constantly in mind all available suggestions.

Probably the most time was spent by the committee in going through the many suggestions made and finally arriving at a slate of candidates for each office. The members of the committee worked from the national standpoint in trying to get the best possible list of potential candidates, but each member of the committee was able to offer some additional information on candidates from his own district and frequently from others. In considering candidates, the committee was impressed with the mobility of social workers and the many changes in position and geographical location that had been made during the war years.

In choosing the final slate, availability of persons chosen is an important consideration. Alternates are selected for each position who may be called upon if persons first selected decline the candidacy. As soon as candidates are selected for President, the Vice Presidents, Secretary and Treasurer, the chairman of the committee starts clearance by wire and telephone while the committee goes on with selection of candidates for

the remaining offices. Some of this clearance must be done after the committee meeting is over, when the value of having alternates selected oftentimes becomes apparent.

One of the most difficult things the committee must do is to select representatives of non-chapter members to the Delegate Conference. The attempt was made to select delegates who have given some leadership in the social work field and who have been active in the AASW when this is possible. The Nominating Committee felt dissatisfied with the basis of selection because too little information was available about non-chapter members. It was suggested that non-chapter members might be affiliated in some way with the nearest chapter and be represented at the Delegate Conference through this affiliation.

The committee thought that officers who were elected for a one year term should be asked to serve a second term because of the obvious disadvantages of one-year terms for officers of the National Board that have been mentioned in previous reports of the Nominating Committee.

It may be of interest to remind you how the National Nominating Committee is constituted. The nine members represent the nine geographical districts and are elected by the entire AASW membership for three year, overlapping terms. As a vacancy occurs, two condidates are nominated by the current Nominating Committee from among persons suggested by chapters in the district. The chairman is elected each year by the committee from among the three members serving their third year.

The national office is most helpful to the committee, the whole staff giving generously of their time in making the work of the National Nominating Committee effective. The assistance and leadership of Mr. Anderson, who sat with the committee, was of particular value.

The slate for the nomination of officers, Board members and Nominating Committee 1946–1947, which appears on the following pages, contains biographical information furnished by the candidates. The experience listed is limited to the past ten years. Chapter affiliation follows the name of the candidate.

Ballots will be mailed to members of the Association at the address currently on file in the national office. Under our mailing permit ballots will not be forwarded by the Post Office. Therefore, all changes of address should be sent to the national office, 130 East 22nd Street, New York 10, New York, *before May 1.*

Nominations for Officers, Board Members and Nominating Committee 1946-47

THE slate presented by the Nominating Committee for this year's election appears below. Ballots will be mailed to the membership on or about May 20, 1946, after which a 25-day period will be allowed for voting. Some of the nominations are identified with nominative districts set up under the bylaws, but all members of the Association vote for candidates for all of the vacancies.

Petitions for additional nominations will be in order as soon as this issue of THE COMPASS is in the mails. Such petitions must be filed in the national office by May 5 and, according to the bylaws, under the following conditions:

A. Petitions nominating district nominees for the National Board shall be signed by not less than 25 members. These members shall be from at least two chapters in any district containing two or more chapters;
B. Petitions nominating nominees at large for the National Board shall be signed by at least 50 members of not less than five chapters in three or more nominative districts;
C. Petitions nominating officers shall be signed by at least 100 members of not less than five chapters in three or more nominative districts.

Following are the rules for the 1946 election of Officers, Board Members and National Nominating Committee.

Rules of Election

1. The proxy form enclosed with the ballot *must be* signed by the member and returned with the ballot, or the ballot will be invalidated.
2. Both name and address of voting member must be written plainly on the envelope in which the ballot and proxy form are returned or the ballot will be invalidated.
3. Any writing on the ballot except the voting marks invalidates the ballot.
4. To be included in the count, ballots and proxy forms must be postmarked not later than midnight twenty-five days after being mailed from the national office.
5. Votes may not be cast for persons whose names are not included on the printed ballot.
6. No more than one ballot and proxy form may be returned in one envelope.
7. Vote for no more than the number of candidates to be elected as noted in each section of the ballot. Voting for more than the number to be elected invalidates that section of the ballot.
8. Ballots once cast may not be returned to the sender. Ballots lost or damaged after receipt by member may not be replaced.
9. Address all communications concerning the election to Committee on Elections, at the national office.

The members of the Committee on Elections for the 1946 elections are: Chairman, Dorothy Stabler, Mrs. Helen L. Welch, Mrs. Luba Wender, all from New York City,

The results of the tabulation of election returns, together with proxy forms will form the basis for the election of Officers, Board Members and Nominating Committee at the corporation meeting of the Association which will be held annually on the third Thursday in July, or at such other time and place as may be fixed by the National Board. The election therefore will be announced immediately after the corporation meeting.

OFFICERS

(One to be elected for each office)

PRESIDENT

Paul L. Benjamin, Philadelphia

Ph.B., Syracuse University, 1910; Courses, University of Minnesota, George Washington University, Columbia University, New York School of Social Work.

Louisville Chapter: Chairman of committee which organized chapter. Washington, D. C. Chapter: Chairman, Program Committee, 1931; President, 1933. Buffalo Chapter: Executive Committee, 1933–36; Co-Chairman, Committee on Government and Social Work, 1939–40. Philadelphia Chapter: Chairman, Program Committee, 1943–44; Executive Committee, 1943–46; Chairman, Division on Interpretation and Social Action, 1944–46. National: Member of charter group which organized AASW; National Board, 1924–27; Committee on Chapter Organization and Program, 1939; Treasurer, 1942–45.

Executive Secretary, Buffalo Council of Social Agencies; Member of Faculty, School of Social Work, University of Buffalo; Executive Director, Public Charities Association of Pennsylvania—

William W. Burke, St. Louis

A.B., University of Denver, 1916; Ph.D., University of Chicago, School of Social Service Administration, 1934..

Member, American Public Welfare Association.

Chicago Chapter: Chairman, Finance Committee, 1926–29; Treasurer, 1928. St. Louis Chapter: Chairman, 1933–34; Chapter Delegate to Delegate Conference, 1934–35–44–46; Chairman, Committee on Public Welfare, 1935; Chairman, Committee on Professional Social Workers and the War Effort, 1942–43. National: Chairman, Extension Committee, 1922–23; 2nd Vice-President and Member, National Board, 1942–44; 1945–46; Executive Committee, 1943–44.

Associate Professor and Professor, School of Social Work, Washington University, St. Louis, 1929—. Part time: Supervisor of Examinations, Missouri Unemployment Compensation Commission, 1938–40; Acting State Merit System Supervisor, 1942.

FIRST VICE-PRESIDENT

Cordelia Cox, Richmond

A. B., College of William and Mary, 1922; M. A. University of North Carolina, 1925.

Member, National Association of School Social Workers.

Richmond Chapter: Chapter Chairman, 1941; Chairman, Program Committee, 1942; Chairman, Nominating Committee, 1943; Executive Committee, 1944—. National: Member, National Board, 1943–46.

Visiting Teacher, John Marshall High School, Richmond, 1936–39; Field Representative, Virginia Department of Public Welfare, 1939–40; Personnel Officer, Virginia State Department of Public Welfare, 1940–41; Professor of Case Work, Richmond School of Social Work, 1941—.

Alton A. Linford, Chicago

B.A., University of Wyoming, 1934; M.A., University of Chicago, School of Social Service Administration

Member, American Public Welfare Association.

Boston Chapter: Executive Committee, 1940–45; Chairman, Committee on Medical Care, 1943–45. National: 3rd Vice-President, 1945–46; Chairman, Committee on Organization and Planning in the Social Services, 1943–44; Chairman, National Membership Committee, 1945–46.

Field Representative, Wyoming State Department of Public Welfare and Wyoming Emergency Relief Administration, 1935–37; Assistant and Associate Professor of Social Economy, Simmons College School of Social Work, Boston, 1939–45; Assistant Professor of Social Service Administration, University of Chicago School of Social Service Administration, 1945–.

SECOND VICE-PRESIDENT

Louis Blumenthal, San Francisco

Graduate, Brooklyn, New York, Training School for Teachers; courses New York University and College of City of New York.

Member, American Association for the Study of Group Work.

Director, Jewish Community Center, Portland, Oregon; Instructor in Group Work, University of California Extension Division; San Francisco State College; University of British Columbia; National USO Refresher Courses. Present position, Director, Jewish Community Center, San Francisco.

Arthur H. Kruse, Akron

A.B., Akron University, 1930; M.A., Syracuse University, 1932; M.S., School of Applied Social Sciences, Western Reserve University.

Member, American Public Welfare Association.

President, Ohio Council AASW, 1939–41. Cleveland Chapter: Co-chairman, Public Assistance Committee, 1941–43. Akron Chapter: Chairman, Social Work Recruiting Committee, 1944; Chairman, Legislative Committee, 1945–46.

District Employment Director, W.P.A., Ohio, 1935–37; Executive Secretary, Summit County Bureau of Public Assistance, 1937–41; Assistant Professor of Public Welfare, School of Applied Social Sciences, Western Reserve University, 1941–44; Executive Secretary, Council of Social Agencies of Summit County, 1944–.

THIRD VICE-PRESIDENT

Louise M. Clevenger, Twin City

B.S., Indiana University.

Member, American Association for the Study of Group Work.

Twin City Chapter: Chapter Chairman, 1935–36; Delegate to Delegate Conference, 1936 and 1938.

Secretary, Council of Social Agencies, St. Paul Community Chest and Council, 1927–45; Lecturer, School of Social Work, University of Minnesota, 1938–40; Social Work Consultant, St. Paul Community Chest and Council, 1945–.

Earl E. Klein, Louisiana

A.B., Elmhurst College, 1927; M.A., Washington University, 1929; Ph.D., University of Chicago, School of Social Service Administration.

Member, American Public Welfare Association.

Iowa Chapter: Committee on Government and Social Work, 1939. Illinois Chapter: Committee on Government and Social Work; Program Committee; Executive Committee; Chairman, Champaign-Urbana Study Group; Chapter Chairman, 1942. Louisiana Chapter: Committee on Government and Social Work, 1942; Committee on Civil Service, 1944; other state and branch committees. Southwest Regional Council, Treasurer, 1942–.

Assistant in Social Service, School of Social Service Administration, University of Chicago, 1935–37; Instructor in Social Work, George Williams College, 1936–38; Assistant Professor of Social Work, State University of Iowa, 1938–39; Associate Professor of Social Administration, University of Illinois, 1939–42; Professor of Social Welfare, Director, School of Social Welfare, Louisiana State University, 1942–.

SECRETARY

Olive L. Brumbaugh, Buffalo

B.A., Manchester College, 1927. Two years, Western Reserve University, School of Applied Social Sciences; 6 months, New York School of Social Work.

Buffalo Chapter: Chapter Chairman, 1941–43; Chairman, Publicity Committee, 1944–45; Member, numerous committees—Legislation, Program, Nominating and Publicity. State Chairman, New York State Council, 1943–1945.

Supervisor, Buffalo Emergency Relief Bureau, 1934–37; Case Work Supervisor, Children's Aid and Society for the Prevention of Cruelty to Children, 1937–.

Jean Kallenberg, New York City

A.B., Oberlin College, 1923; Degree, New York School of Social Work, 1931.

New York City Chapter: Member, Committee on Non-Professional Courses, 1939–40; Committee on Civil Service, 1940–41; Nominating Committee, 1940–42; Committee on Public Social Work Personnel, 1941–42; Chairman, Nominating Committee, 1942–43; Chairman, Division on Government and Social Work, 1942–44; Member-at-Large, Executive Committee, 1943–46; Committee on Assistance and Work Programs; 1945–46.

Case worker, Community Service Society, New York City; Personnel Division, Department of Welfare, New York City; Executive Secretary, Family Service Association, Cedarhurst, Long Island; Public Assistance Analyst, Bureau of Public Assistance, Social Security Board, Region II; Administrative Assistant to Director of Home Service, North Atlantic Division, American Red Cross; Assistant Regional Representative, Bureau of Public Assistance, Social Security Board, Region II–III—

TREASURER

Earl N. Parker, New York City

Columbia University, 1911–13; Certificate, New York School of Social Work, 1912.

Detroit Chapter: Vice-Chairman, 1933–34; Membership Committee; Program Committee. Washington State Chapter: Vice-Chairman, 1937; various committees. New York City Chapter: Chairman, Interpretation Committee, 1941–42; Chairman, Wartime Services Committee, 1942–43. National: Committee on Bylaws, 1942–43; Second Vice-President, National Board, 1944–45; Treasurer, 1945–46.

Executive, Council of Social Agencies, Detroit, 1932–36; Executive, Community Fund and Council, Seattle, 1936–39; Assistant General Director, Family Welfare Association of America, 1939–.

Saya S. Schwartz, Washington, D. C.

Degree, Technological Institute, Russia; M.S.W., Pennsylvania School of Social Work.

Member, American Public Welfare Association.

Philadelphia Chapter: Treasurer; Chairman, Division on Government and Social Work; Member, Executive Committee; Member various chapter committees, 1936–42. Washington, D. C., Chapter: Treasurer; Member, Executive Committee; member several chapter committees, 1942 to date. National: Member, Subcommittee on Membership Requirements in field of Public Welfare of National Membership Committee, 1938–39.

Administrative Assistant for Research, Philadelphia Board of Public Assistance, 1933–40; Assistant Director, Philadelphia Board of Public Assistance, 1941; Consultant, Relief and Work Relief Study, National Resources Planning Board, Washington, D. C., 1940–41; Chief, Research Coordination Section, Bureau of Research and Statistics, Social Security Board, Washington, D. C., 1942–43; Chief, Operating Statistics and Analysis, Bureau of Public Assistance, Social Security Board, Washington, D. C., 1943–.

NATIONAL BOARD MEMBERS

Nominated at Large

(Two to be elected for 3 year terms)

Gladys Dobson, Oregon

A.B., Reed College; M.S.S., Smith College School for Social Work and University of Chicago, School of Social Service Administration.

Member, American Association of Psychiatric Social Workers, National Association of School Social Workers.

Oregon Chapter: Chairman, Public Welfare Survey Committee; Membership Committee; Chairman, Committee on Selection of Director for Boys' Training School; Joint Legislative Committee of AASW and State Conference of Social Work; Chapter Chairman, 1937–39; Executive Committee, two year term; Chairman, Personnel Practices Committee, 1940–42; Member, Professional Education Committee; Chairman, Community Organization Committee concerned with State Legislation, 1945; Chairman, Committee to Study Need for Organization of School of Social Work in Oregon.

Social Welfare League, Seattle; Public Welfare Bureau, Portland, Ore.; Institute for Juvenile Research, Chicago; Visisting Teacher, Portland Public Schools, Portland, Ore.; Washington State Department of Social Security, field representative and assistant director of social work. Teaching, University of Oregon Medical School, Department of Nursing Education; Teaching, University of Washington Graduate School of Social Work, one quarter; Supervisor, Child Guidance and Visiting Teacher Departments, Portland Public Schools and University of Oregon Medical School — present employment.

Leona E. Massoth, Chicago

B.A., Oberlin College, 1927; M.A., 1934; Candidate for Ph.D.; Degree, University of Chicago, School of Social Service Administration.

Member, American Public Welfare Association.

Indianapolis Chapter: Executive Committee, 1936–40; Chairman, Membership Committee, 1936–37; Chapter Chairman, 1937–39. Chicago Chapter: Executive Committee, 1945–46; Member, Recruiting Committee. National: Member, Committee on Chapters, 1936–38; Member, Committee on Personnel Standards, 1936–38.

Assistant Professor of Social Work, Indiana University, Training Course for Social Work, 1934–40; Executive Secretary, American Association of Schools of Social Work, 1941–.

Mereb Mossman, North Carolina

B.A., Morningside College, Sioux City, Iowa, 1926; M.A., University of Chicago, School of Social Service Administration, 1928.

North Carolina Chapter: Chairman, 1941–43; Executive Committee, 1942–45; Chairman, Program Committee, 1939–41; Committee on Personnel Standards, 1943–44; Committee on Professional Practice, 1944–45. Delegate to Delegate Conference, 1941.

Supervisor, Child Welfare, School of Social Service Administration, University of Chicago, 1935–36; Associate Professor of Case Work, Alabama Woman's College, Montevallo, Alabama, summer 1936; Head, Department of Sociology and Social Work, Ginling College, Nanking, China, 1936–37; Associate Professor of Sociology, Woman's College, University of North Carolina, Greensboro, N. C., 1937 to present; Associate Professor of Case Work, Division of Public Welfare and Social Work, University of North Carolina, Chapel Hill, N. C., summers 1940–41–42; Home Service Field Representative, Eastern Area, American Red Cross, Alexandria, Va., summer 1943.

Lora Lee Pederson, Nashville

A.B., Oklahoma A & M University, 1926; M.A., University of Chicago, School of Social Service Administration, 1939.

Member, American Public Welfare Association.

Nashville Chapter: Chairman, Committee on Government and Social Work, 1938–40; Chapter Chairman, 1941–43.

Assistant Supervisor of Child Welfare Services, Missouri Social Security Commission, Adoptions Division, 1936–37; Associate Professor of Social Work, Nashville University Center (Scarritt College, Vanderbilt University, Peabody College), 1937–42; Director, Nashville School of Social Work, 1942–.

NATIONAL BOARD MEMBERS

Nominated by districts. Elected by total vote, one from each district, to serve for 3 year terms

Nominative District 3

Paul V. Benner, Topeka

B.S., University of Missouri, 1935; M.A., in Rural Public Welfare, University of Missouri, 1936.

Member, American Public Welfare Association.

Topeka Chapter: Chairman, Program Committee, 1941 and 1942; Member, Nominating Committee, 1944; Chairman, Personnel Committee, 1946.

Assistant Executive Secretary, Social Service League, Iowa City, 1936–37; Field Representative, Kansas State Department of Social Welfare, 1938–40; Director, Division of Public Assistance, Kansas State Department of Social Welfare, 1940–.

Elwood W. Camp, Nebraska

Degree, University of Nebraska, 1934; M. A., University of Nebraska, 1941.

County Assistance Director, Hitchcock County, Nebraska, 1938; Case worker, Social Welfare Society, Lincoln, 1938–39; Executive Secretary, Nebraska Conference of Social Work, 1939–40; Membership Secretary, National Conference of Social Work, 1941; U. S. Army, active duty, Lt. Colonel, ETO on staffs of Generals Bradley and Eisenhower, 1941–45; Director, County Veterans Service Center, Lincoln, November 1945–.

Nominative District 6

Thomas J. S. Waxter, Maryland

A.B., Princeton University; LL.B., Yale University.

Member, American Public Welfare Association.
Maryland Chapter: Member, Board, 1944–. National: Chairman, Public Social Policies Committee, 1945–.
Judge of Juvenile Court of Baltimore, 1929–1935. Director, Department of Welfare, Baltimore, 1935–.

Alice L. Taylor, Washington, D. C.

A.B., State University of Iowa; M.S., George Warren Brown School of Social Work, 1932, also University of Chicago School of Social Service Administration, 1939–42.
Member, Canadian Association of Social Workers; Member National Board, CASW and of various committees, 1943–45.
St. Louis Chapter: Served on various committees, 1933–37. Nebraska Chapter: Chairman, Committee on Education and Training, 1939–41; Delegate to Delegate Conference, 1939. Washington, D.C., Chapter: Committee on Education for Social Work, 1945–. National: Committee on Personnel Standards, 1938–39.
District Case Work supervisor, Missouri Relief Commission, 1935–37; Supervisor of Training, Child Welfare Division, Nebraska Department of Public Assistance and Child Welfare, Lincoln, 1937–38; Assistant Professor, University of Nebraska, Graduate School of Social Work, 1937–41; General Supervisor of Field Work and Instructor in Social Case Work Administration and Supervision, Montreal School of Social Work, 1941–45; Training Consultant, Technical Training Service, Bureau of Public Assistance, Social Security Board, 1945–.

Nominative District 9

Katharine E. Griffith, Connecticut

A.B., University of California; M.A., National Catholic School of Social Service.
Connecticut Chapter: Chairman, Committee on Professional Education and Recruitment for Social Work, 1936–45; Member, Executive Committee, 1936–45; Chapter Chairman, 1945–.
Executive Secretary, Diocesan Bureau of Social Service, Hartford, Conn., 1935–.

Catherine M. Manning, Rochester

B.A., Cornell University, 1927; M.S.S., Smith College School for Social Work.
Member, American Public Welfare Association.
Rochester Chapter: Chairman, Committee on Government and Social Work, 1936–37; Chairman, Education Committee, 1939–40; Delegate to Delegate Conference, 1937; Chapter Vice-Chairman, 1939–40; Chapter Chairman, 1942–43; Vice-Chairman, New York State Council AASW, 1943–44–45; Chairman, New York State Council AASW, 1945–46.
District Supervisor, Rochester Department of Public Welfare, 1937–39; Assistant General Case Supervisor, 1939–40; General Case Supervisor, 1940–. Instructor in Case Work, University of Rochester, 1940–.

NOMINATING COMMITTEE MEMBERS

(One to be elected from each district for 3 year terms)

Nominative District 3

Florence W. Hutsinpillar, Denver

A.B., Wellesley College, 1904; M.A., University of Chicago, School of Social Service Administration.
Member, American Public Welfare Association.
Denver Chapter: Executive Committee, 1945–46.
Director, School of Social Work, University of Denver, 1934–.

Carl Warmington, Dane County, Wisconsin

B.A., University of Minnesota, 1930; M.A., University of Minnesota, Graduate Course in Social Work, 1938.
Member, American Public Welfare Association.
Dane County Chapter: Executive Committee; Program Chairman. National: Committee on Education for Social Work, 1945–46.
Supervisor, Division of Relief, Minneapolis, Minn., 1933–36; Assistant Secretary, St. Paul Chest and Council, St. Paul, Minn., 1936–38; Executive Secretary, Kansas City, Kansas, Chest and Council, 1938–40; Executive Secretary, Madison Community Union, Madison, Wisconsin, 1940–.

Nominative District 5

Helen W. Hanchette, Cleveland

Two years, Lake Erie College. Courses, School of Applied Social Sciences, Western Reserve University.
Member, American Public Welfare Association.
Cleveland Chapter: Chairman, Committee on Professional Ethics, 1927; Chapter Vice-Chairman, 1934; Chairman, Subcommittee on Publicity, Interpretation Committee, 1934; Delegate to Delegate Conference, 1936; Chairman, Committee on Professional Education, 1935–36; Chairman, Interpretation Committee, 1938–39; Advisory Committee on Chapter Activities, Job Consultation Committee, 1943–44; Alternate, Delegate Conference, 1944.
General Secretary, Family Service Association of Cleveland—

Patricia Rabinovitz, Detroit

A.B., Wayne University, 1925; M.S.W., Wayne University School of Public Affairs and Social Work, 1942.
Detroit Chapter: Committee on Government and Social Work, 1943–44; Delegate to Delegate Conference, 1944; Committee on Social Work Practice, 1945; Chapter Delegate Detroit Council of Social Agencies, 1945–46; Chapter Vice-Chairman, 1945–46; Executive Committee, 1945–46.
Psychiatric Social Worker, Wayne County Clinic for Child Study, 1932–39; Division Head, Wayne County Bureau of Social Aid, 1939–.

Nominative District 9

Vivian La Voy, Syracuse

A.B., Syracuse University.
Member, American Public Welfare Association.
Syracuse Chapter: First Secretary-Treasurer of Chapter; Chairman, Program Committee; Chairman, Finance Committee; Chairman, Personnel Practices Committee, 1941–43; Chapter Chairman, 1943–45. Secretary, New York State Council AASW, 1943–45.
Executive Secretary, Social Service Exchange, Syracuse—

Mary A. Mason, Boston

B.S., Flora Stone Mather College, Western Reserve University, 1923; M.S.S.A., School of Applied Social Sciences, Western Reserve University, 1935.
Cleveland Chapter: Membership Committee, 1934. Washtenaw County Chapter: Chapter Chairman, 1938–39. Boston Chapter: Chairman, Functions Committee, 1942–44; Executive Committee, 1943–46; Member, Civil Service Committee, 1944–; AASW representative in Family and Children's Division, Council of Social Agencies, 1945–. National: Civil Service Subcommittee of Wartime Committee on Personnel, 1945–.
Supervisor, Homefinding Department, Michigan Children's Institute, Ann Arbor, Mich., 1936–40; Associate Professor of Social Work and Director of Field Work, Boston College School of Social Work, 1940–.

Nominative District 2

(One to be elected for 2 year term) to fill unexpired term

Paul T. Beisser, St. Louis

B.S., University of Pennsylvania, 1915; Degree, New York School of Social Work, 1917.

General Secretary, Henry Watson Children's Aid Society, Baltimore, 1925–41; General Manager, Family and Children's Service, St. Louis, 1941–.

Edith Grubb Ross, Louisiana

A.B., St. Lawrence University; M.A., University of Chicago, School of Social Service Administration.

Member, American Public Welfare Association.

New Orleans Chapter: Chairman, Editorial Committee for First Annual Report, 1936–37; Chairman, Employment Practices Committee, 1937–38; Chairman, Interpretation Committee, 1938–39; Member, Interpretation Committee, 1939–40; Chapter Vice-Chairman, 1939–40; Chairman, Committee on Government and Social Work, 1940–41. Louisiana Chapter: Member, Committee on Inter-chapter Coordination, 1941; Executive Committee, 1941–42; Advisory Committee on Louisiana Legislative Council, 1944–45. National: Special Committee on Location of National Office, 1941–42.

Louisiana Work Projects Administration, Supervisor of Field Service, 1937–39; Assistant State Director of Employment, 1939–40; Social Service Consultant, New Orleans Housing Authority, 1940–41; Supervisor of Public Assistance, Louisiana Department of Public Welfare, April 1941–44; Director of Social Welfare Services, Louisiana Department of Welfare, 1944–; Lecturer on Social Work Administration, Tulane University School of Social Work, 1939–40–41–; Visiting Professor, Louisiana State University School of Social Work, summer 1945.

Nominating District 7

(One to be elected for 1 year term) to fill unexpired term

Leah Feder, Pittsburgh

B.A., Mt. Holyoke College, 1917; M.A., Ph.D., New York School of Social Work, Bryn Mawr College, 1935.

Member, American Public Welfare Association.

St. Louis Chapter: Various committees. Boston Chapter: Chairman, Recruiting Committee. National: Secretary, 1936–39.

Associate Professor, Washington University School of Social Work, St. Louis; Professor and Assistant Dean, Boston University School of Social Work, Boston; Case Consultant, Family Society of Allegheny County, Pittsburgh—

Emil M. Sunley, West Virginia

A.B., Kansas University, 1927; M.A., University of Iowa, 1934; Ph.D., University of Chicago, School of Social Service Administration, 1938.

Member, American Public Welfare Association.

Iowa Chapter: Chapter Chairman, 1934–35. West Virginia Chapter: Vice-Chairman, 1944; Chairman, Recruiting Committee, 1944–. Delegate to Delegate Conference, 1941.

Acting Director, The Graduate Division of Social Administration, University of Louisville, 1936–37; Professor of Public Welfare, Sociology Department, West Virginia University, Morgantown, 1938; Head of Department of Social Work, West Virginia University, 1939–. Member, West Virginia Merit System Council, Charleston, 1943–. Member, West Virginia State Planning Board, Charleston, 1941–.